STEP I Program Application (SSTEP)
For Summer Admission

University Admissions
- All prospective candidates MUST apply to Cal Poly using the CSU CalStateApply online application.
- For the Single Subject Teacher Education Program, you will apply as a post-baccalaureate candidate.

Program Advisor Review
- Prospective students are encouraged to meet with the appropriate Single Subject Faculty Advisor prior to applying to our program.
- You will also be required to participate in a Professional Aptitude Interview. You will be contacted to schedule your interview appointment.

Credential Office Evaluation
- Students admitted to Cal Poly University will submit the SSTEP Program Application to the Credential Office, along with all required supplementary documents.
- The Credential Program Committee will review your full application to determine if you will be admitted to the Credential Program.

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

SINGLE SUBJECT CONTENT ADVISORS

PROGRAM	ADVISOR	E-Mail	PHONE	OFFICE
Agriculture	Dr. Benjamin Swan	bswan@calpoly.edu	756-2401	10/240
English	Dr. Megan Guise	meguise@calpoly.edu	756-2134	47/35L
Mathematics	Dr. Amelie Schinck-Mikel	aschinck@calpoly.edu	756-2352	25/324
Science: Biology, Chemistry, Physics and Geosciences	Nancy Stauch	nstauch@calpoly.edu	756-6587	25/126
Social Science	Dr. Joel Orth	jorth@calpoly.edu	756-2963	47/25L
World Languages: Spanish and French	Dr. Silvia Marijuan	smarijua@calpoly.edu	756-2273	47/26P

Single Subject Credential Program Coordinator:
Nancy Stauch, 756-1665, Building 25, Room 126.

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

CAL POLY SCHOOL *of* EDUCATION
Admissions & Evaluations – STEP I Program Application

STEP I Program Application Checklist (SSTEP)

SSTEP Program Applications are due May 1st by 4:30 PM in Building 02 Room 120. Applications are reviewed by the Credential Program Committee within four weeks from submission and a decision will be emailed to your Cal Poly email. All items are to be submitted together.

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

☐ **PROGRAM APPLICATION PERSONAL INFORMATION** – **Page 3**

☐ **TRANSCRIPTS** - Check with the Credential Office to learn if your official transfer transcripts are on file in the SOE. If not on file, attach unofficial transcripts to your application from each college/university/junior college you attended **(NOT Cal Poly**). You will be contacted if you are required to provide official transfer transcripts.

☐ **SUBJECT MATTER COMPETENCY** – **Page 4.** All subject matter waiver program requirements listed on the Subject Matter Competency Verification document must be completed **prior to beginning the credential program**. If you took the CSET you must have PASSED all subtests of the exam and attach a photocopy of your official passing score report in place of the Subject Matter Competence Verification found on page 6. If you completed a subject matter waiver program at an institution other than Cal Poly, submit the original subject matter waiver verification statement from that institution (on their letterhead, and signed by the authorized person at that campus. Contact the Credential Analyst at Cal Poly for a list of these persons). This process requires review and approval from your credential program advisor (listed on Pg 1).

☐ **VERIFICATION OF EARLY FIELD EXPERIENCE – Page 5.** An approved early field experience **must be completed prior to the quarter you are applying for.** If you completed an approved Early Field Experience course (EDUC 300 or SCM 300), you should fill in the course information on the application form and submit your field experience log verifying 45 hours of observation. If you met this requirement via actual classroom experience submit an advisor approved verification form, with your application.

☐ **TUBERCULOSIS AND RUBELLA CLEARANCE – Page 6.** You must also submit a photocopy of the TB and Rubella clearances to the Credential Office.

☐ **SCHOOL OF EDUCATION STANDARDS OF CONDUCT & PERFORMANCE – Page 7 & 8.** Sign and date that you have read and received a copy of the School of Education's Vision and Mission statements, Learning Outcomes, and Dispositions, which are part of the School's overall assessment program.

☐ **EMERGENCY CONTACT INFORMATION– Page 9**.

☐ **INFORMED CONSENT TO PARTICIPATE IN SCHOOL OF EDUCATION RESEARCH – Page 11, 12 & 13**. Read and sign that you have agreed or do not agree to participate in the Teacher Quality Program Research.

CAL POLY SCHOOL *of* EDUCATION
Admissions & Evaluations – STEP I Program Application

CAL POLY
School *of* Education

PROGRAM APPLICATION PERSONAL INFORMATION

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

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

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

MAILING ADDRESS: _____

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

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

CELL PHONE: _____

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

CAL POLY
School *of* Education
LEARN BY DOING

SUBJECT MATTER COMPETENCY

STUDENTS – MEET WITH YOUR CONTENT ADVISOR TO COMPLETE THIS FORM (PAGE 1).

Teaching Subject: _____

NAME: _____

       (First)   (Middle)   (Last)

YES   NO

Subject Matter Preparation (CSET OR Approved SMPP)
The applicant has completed an approved **Cal Poly Subject Matter Preparation Program.**
List any coursework that remains to be completed in Section III. **OR**

YES   NO

The applicant has passed all required **CSET Examinations** before submitting the SSTEP Program Application. A copy of passing score reports must be attached to this packet and an advisor signature is not needed.

YES   NO

The applicant has completed an **approved Subject Matter Preparation Program at another institution.** You must submit an original letterhead subject matter waiver verification statement, signed by an authorized person from the institution in which you completed the approved program.
Institution: _____

The following courses must be completed prior to beginning the Cal Poly Credentialing Program if meeting subject matter by coursework. If any coursework is to be completed at another campus, list the college/university.

Course: Qtr Units:

_____

_____

_____

_____

Signatures below are required if you are meeting subject matter competency by coursework

Candidate Signature: _____

Content Advisor Signature: _____

VERIFICATION OF EARLY FIELD EXPERIENCE

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

Teaching Subject: _____

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

I.   **APPROVED SUBSTITUTED COURSE:**

     The following approved course has been taken to fulfill the Early Field Experience requirement:
     Course prefix and number _____ Quarter _____ Year _____

II.   **ACTUAL EXPERIENCE**

    ☐ Teacher   ☐ Substitute Teacher   ☐ Teacher's Aide
    ☐ Volunteer in the Classroom   ☐ Other_____

Date of experience:_____to _____
                            Beginning   **Ending**

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

Signature of Candidate:_____ Date: _____

----- **TO BE COMPLETED BY THE SUPERVISING TEACHER**-----

Description of Applicant's responsibilities in the classroom: _____

How was Applicant supervised? _____

School Name, Address, and Telephone number_____

Signature of Supervising Teacher:_____ Date: _____

APPROVAL OF CONTENT ADVISOR

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

Signature of Content Advisor:_____ Date: _____

CAL POLY
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TUBERCULOSIS & RUBELLA CLEARANCE

LAST NAME	FIRST NAME	MI	EMPL ID

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

INSTRUCTIONS

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

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

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

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

Proof to schools. Don't forget! You must provide evidence that you are free from Tuberculosis to the Principal's office of each clinical practice school site.

SCHOOL OF EDUCATION
STANDARDS OF CONDUCT & PERFORMANCE

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

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

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

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

SINGLE SUBJECT PROGRAM OUTCOMES

- Be qualified, competent, and caring professional educators: Demonstrate subject mastery, pedagogical and professional knowledge, and dispositions toward ethical practice that shape change as well as promote educational equity and equal access to learning for all students.
- Integrate principles and practices of professional fields to support student learning: Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.
- Engage in cross-disciplinary and collaborative practices: Understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support student success.
- Demonstrate authentic assessments designed for student success, individual growth, and program improvement: Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards; and are used to modify programs and practices.
- Effect sustainable communities in a multicultural environment: Assume leadership roles in schools, communities and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.
- Engage in professional practices: Demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field; initiate the practice of life-long learning by engaging in professional associations and establishing personal professional growth plans.

DISPOSITIONS

Professionalism

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

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

Ethical Practice

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

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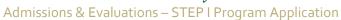
Shaping Change

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

3.2 *Social Justice* — Seeks to understand the way privilege and inequity operate in education at the individual, school, and societal level. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

ACKNOWLEDGEMENT

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

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

TEACHER CANDIDATE EMERGENCY CONTACT INFORMATION

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

First and Last Name   **Phone #**   **Relationship**

First and Last Name   **Phone #**   **Relationship**

First and Last Name   **Phone #**   **Relationship**

Additional Comments/Directions:

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

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

Continue to next page

CAL POLY
School *of* Education

INFORMED CONSENT TO PARTICIPATE IN A RESEARCH PROJECT:
"Cal Poly Teacher Quality Reform: Pathways and Partnerships to Ensure Student Success"

INTRODUCTION

This form asks for your agreement to participate in a research project studying the programs and practices within Cal Poly School of Education (SOE) in order to reform and research efforts including;

- The recruitment of teachers from underrepresented populations to SOE programs
- The support and retention of preservice teachers from underrepresented populations at SOE and partner district schools
- The development of more and better prepared preservice teacher graduates from Cal Poly SOE programs
- District partnerships for the induction of new teachers employed by local and high need school districts in SB, SLO, South Monterey, and Kern counties.
- The development of teacher knowledge of K-12 literacy skills across subject areas in teachers employed by local and high need partner school districts in SB, SLO, South Monterey, and Kern counties.

You are a participant in this study because you are enrolled in a Cal Poly School of Education credential or graduate program. Your participation allows the research team access to selected surveys, program assessments and course assignments that are submitted as part of your regular credential program (e.g. coteaching weekly reflections, SOE exit survey, workshop surveys) A select group of teacher candidate completers will be invited to participate in a focus group interview about their program experience during the 19/20 academic year. Additionally, an opportunity to videotape your coteaching practice with your cooperating teacher during Winter and Spring quarters of clinical practice may be available to you. Your involvement in this research will not take any additional time outside of your normal credential program unless you opt to participate in the coteaching video opportunity or a focus group interview. Should you choose to volunteer for the video opportunity there is a risk of someone identifying you from the video if this research is published and includes your submitted video. There are no other risks anticipated with your participation. Your participation will have no impact on your tenure with your program or the School of Education and no identifiable information will be shared with those entities from this research. You may personally benefit from this study and others may benefit from your participation. If you are interested in participating, please review the following information.

PURPOSE OF THE STUDY AND PROPOSED BENEFITS

- The purpose of the study is to inform the reform and research of the School of Education programs and practices around a) diverse teacher recruitment, b) the development of better prepared teacher graduates through course and clinical program components, c) the formation of district partnerships with local and high need schools, and d) the development of teacher knowledge of K-12 literacy skills across subject areas.
- Potential benefits associated with the study include the opportunity for additional reflection and coteaching professional development opportunities during your clinical practice and/or upon completion of your program. Finally, participants in the study will provide much needed data and insight that will be used to inform Cal Poly teacher credential programs and experiences to improve the experience of future teacher candidates.

YOUR PARTICIPATION
- If you agree to participate, you may be asked to take an electronic survey about your experience in an SOE credential program. There is also the potential, if desired, to participate in a coteaching video project and a quarterly focus group interview.
- Your participation does not involve anything else outside of your normal credential program requirements.
- If selected to participate in a focus group interview you will receive a $25 coffee card for that 30-45 minute interview/focus group.
- If selected to participate in the video coteaching project you will receive a $300-400 stipend upon completion of your credential program.

PROTECTIONS AND POTENTIAL RISKS
- Please be aware that you are not required to participate in this research, refusal to participate will not involve any penalty or loss of benefits to which you are otherwise entitled, and you may discontinue your participation at any time. Your participation will have no impact on your tenure/standing with the Cal Poly School of Education credential and/or graduate program in which you are enrolled. When partaking in surveys and/or interviews, you may omit responses to any questions you choose not to answer.
- There are no direct risks anticipated with your participation in this study. If you choose to volunteer for the coteaching video project and your videos are published as part of this research there is the possibility that other teachers or school administrator(s) my recognize you from the video at a conference or workshop presentation. To mitigate this, any disseminated research will be presented anonymously and, largely, reported in aggregate. Additionally, no other identifying demographic information (including names or school site) will be included in the dissemination of coteaching videos and video will not be presented at any Cal Poly workshops until the following academic year.
- Your confidentiality will be protected by not asking you to write your names on any written materials (including surveys). Your responses on research surveys provided will be reported anonymously to protect your privacy. Results from the Cal Poly SOE Exit survey for any teacher candidates participating in this study will only be accessible to the research team in a de-identified format. Additionally, any data from google analytics on trends and usage of the NTLC google site will be available to the team only in a de-identified format. The research team will work closely with the Program Manager to ensure that confidential disaggregated data collected is securely stored, and identified. This data will be used for internal School of Education/TQP grant reporting purposes, programmatic decisions and possibly for research dissemination at conferences, in journals or to provide professional development to other educators.
- Cal Poly has contracted with West Ed Evaluation (West Ed) for external evaluation of this project. West Ed may conduct interviews with SOE credential/graduate candidates during the 2019/20 academic year at Cal Poly. Audio recordings of interviews conducted by West Ed 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 all interview transcripts. A copy of this agreement can be made available to you upon request. Once an audio file has been transcribed it is permanently and securely deleted from the GMR system and only members of the research study will have access to the written transcript.

- The research team will code the interview, and pseudonyms will be used for all names, locations, etc. in order to protect subject identity. This data will be used for internal School of Education/TQP grant reporting purposes, programmatic decisions and possibly for research dissemination at conferences, in journals or to provide professional development to other educators.

RESOURCES AND CONTACT INFORMATION

- This research is being conducted by Dr. Megan Guise, Dr. Tanya Flushman, Dr. Briana Ronan and Sarah Hegg in the School of Education at Cal Poly, San Luis Obispo. If you have questions regarding this study or would like to be informed of the results when the study is completed, please contact the researcher(s) at Dr. Megan Guise at tflushma@calpoly.edu, or Sarah Hegg at shegg@calpoly.edu.
- If you have concerns regarding the manner in which the study is conducted, you may contact Dr. Michael Black, Chair of the Cal Poly Institutional Review Board, at (805) 756-2894, mblack@calpoly.edu, or Ms. Debbie Hart, Compliance Officer, at (805) 756-1508, dahart@calpoly.edu.

AGREEMENT TO PARTICIPATE

If you agree to voluntarily participate in this research project as described, please indicate your agreement by choosing an option and signing below. Please retain a copy of this form for your reference, and thank you for your participation in this research.

___ Yes, I agree to participate in this research study

___ No, I do not agree to participate in this research study

_____
        Name of Volunteer (Print)

_____ _____
        Signature of Volunteer   Date

_____ _____
        Signature of Researcher   Date