

**SINGLE SUBJECTAGRICULTURE**

**STEP I APPLICATION CHECKLIST**

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|  |  |  |  |  |  |  |
| LAST NAME |  | FIRST NAME |  | MI |  | EMPL ID |

**ATTACH THE FOLLOWING ITEMS TO THIS CHECKLIST:**

|  |  |
| --- | --- |
|  | Agriculture STEP I APPLICATION form |
|  | Basic Skills Requirement - Proof of satisfying the Basic Skills Requirement, (i.e. CBEST, CSET plus Writing Skills, ELM/EPT or EAP passing) attach a photocopy of the passing score report. |
|  |
|  | AGED 303 and AGED 350 - Verification of Early Field Experience |
|  | Subject Matter Competency – Verification form signed by your credential program advisor |
|  | Unofficial Transcripts from all Colleges and Universities attended |
|  | Evidence of completion of the SPEAKING AND WRITING ENGLISH competencies requirement. |
|  |
|  | Certificate of Clearance Issuance (for more information, [www.soe.calpoly.edu](http://www.soe.calpoly.edu)) |
|  | School of Education Standards of Conduct and Performance |
|  | Informed Consent to Participate in School of Education Research |

**Your STEP I packet and all supporting documents must be submitted to the School of Education Credential Office (Bldg 02/Room 120) no later than 4:30 p.m. on Monday of the fourth week of the quarter in which you are applying for admission to the Single Subject Teacher Education Preparation Program.**

**No late packets will be accepted.**

**PLEASE MAKE A COPY OF YOUR STEP PACKET BEFORE YOU SUBMIT IT. ALL SUBMITTED ITEMS BECOME A PART OF THE CANDIDATE FILE AND ARE NOT RETURNED ONCE SUBMITTED**

***SINGLE SUBJECT AGRICULTURE***

**STEP I APPLICATION INSTRUCTIONS**

Applications for STEP I are due by Monday of the fourth week of the application quarter by 4:30PM. STEP I applications are reviewed by the SINGLE SUBJECT CREDENTIAL COMMITTEE during the sixth week of Fall, Winter, and Spring quarters. All STEP I items are to be submitted together and require the following:

**APPLICATION CHECKLIST and the STEP I APPLICATION** - Complete the application checklist and the STEP I application forms and return them to the Credential Office as soon as they are completed but **no later than the Monday of the fourth week of the application quarter by 4:30PM.**

**BASIC SKILLS REQUIREMENT –** Attach a photocopy of your official passing score report. For more information on the Basic Skills Requirement see the Commission on Teacher Credentialing Leaflet [CL-667](http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf). If you have any additional questions please contact the School of Education Credential Office at (805) 756-2126.

**VERIFICATION OF EARLY FIELD EXPERIENCE –** AGED 330, AGED 303 and AGED 350, or an actual early field experience must be completed.

**SUBJECT MATTER COMPETENCY** - ***All Commission-approved subject matter program requirements listed on the Subject Matter Competency Verification document must be completed prior to beginning student teaching***. If you took the CSET you must have PASSED all subtests of the exam and attach a photocopy of your official passing score report to the Subject Matter Competence Verification found on page 6, and obtain your advisors signature. 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 (see table below for names and contact information).

**TRANSCRIPTS** - Check with the Credential Office to learn if your official transfer transcripts are on file in the School of Education. If not on file, attach unofficial transcripts to your STEP I application from each college/university/junior college you attended **(NOT Cal Poly**). You will becontacted if you are required to provide OFFICIAL TRANSFER TRANSCRIPTS.

**SPEAKING AND WRITING ENGLISH COMPETENCIES** – If you have earned your bachelor’s degree at Cal Poly, SLO, you have already met these two requirements. If not, you must verify competency in speaking and writing of English **PRIOR** to submission of your STEP I application. A completed competency verification form must be submitted with your STEP I application.

**CERTIFICATE OF CLEARANCE –** This process must be completed for “Admission to the University” to seek a Credential or at STEP I, whichever is done first. Submit a photocopy of the completed “Request for LIVESCAN services” form 41-LS to the Credential Office and complete the on-line direct application at [www.ctc.ca.gov](http://www.ctc.ca.gov). If you have any additional question please contact the School of Education Credential Office at (805) 756-2126.

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

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

**INTERVIEW -** You must meet with your Credential Advisor **before** you submit your STEP I application. Contact Mrs. Rosson in the AGED/Comm Department (building 10, room 244) for specifics on this process.



**AGRICULTURE *STEP I******- CREDENTIAL PROGRAM APPLICATION***

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|  |  |  |  |  |
| LAST NAME |  | FIRST NAME |  | MI |
|  |  |  |  |  |
| SSN\* |  | Date of Birth |  | EMPLID |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ADDRESS:** |  | |  |  |  |
|  | **Street/PO Box** | | **City** | **State** | **Zip** |
| **PERMANENT ADDRESS:** |  | |  |  |  |
|  | **Street/PO Box** | | **City** | **State** | **Zip** |
| **PHONE:** | |  |  | | |
|  | | **Local** | **Cell** | | |
| **EMAIL ADDRESS:** | | **@calpoly.edu** | | | |

|  |
| --- |
| **When do you plan to Student Teach?** Check one:  Fall   Spring |

**LIST ALL COLLEGES AND UNIVERSITIES ATTENDED** (including junior colleges):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NAME OF INSTITUTION** | **LOCATION** | **FROM/TO** | **DEGREE** | **MAJOR** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

For STEP I, submit unofficial transcripts (copies are acceptable) for any coursework completed since being admitted to Cal Poly.

**REQUIRED PROGRAM COURSEWORK**

**Specify the quarter and year you completed or intend to complete each of the following requirements:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COURSE** | **TITLE** | **Qtr** | **Year** | **Grade** |
| AGED 303 | FFA and Supervised Agriculture Experience (4) |  |  |  |
| AGED 350 | Early Field Experience in Agriculture Education (2) |  |  |  |
| EDUC 410 | Social, Historical, and Ethical Perspectives on Teaching and Learning (4) |  |  |  |
| EDUC 412 | Access to Learning in a Pluralistic Society (4) |  |  |  |
| EDUC 414 | Curriculum and Inquiry in Public Schools (4) |  |  |  |
| EDUC 416/417 | Literacy in Secondary Schools (3)/Literacy Classroom Fieldwork (1) |  |  |  |
| EDUC 418/419 | Responsive Teaching in Diverse Classrooms (3)/Fieldwork (1) |  |  |  |
| AGED 438 | Instructional Processes in Agricultural Education (4) |  |  |  |
| KINE 250 | Healthy Living (or approved equivalent) (4) |  |  |  |

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

**SINGLE SUBJECT CREDENTIAL PROGRAM: *SUBJECT MATTER COMPETENCY VERIFICATION***

**STUDENTS**: **Meet with your content advisor to complete this form.**

**All requirements must be completed prior to beginning student teaching.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Candidate Name: |  | EMPLID: |  | Subject Area: | **AGRICULTURE** |

**I. Subject Matter Competency will be verified by ONE of the following:**

1. Completing an approved **CAL POLY SUBJECT MATTER PROGRAM**. List any coursework to be completed in Section II.
2. CSET Exams **MUST be passed at submission of STEP I, A COPY OF THE PASSING SCORE REPORT MUST BE ATTACHED TO THIS ADVISOR APPROVED FORM.**
3. Submit on original letterhead subject matter waiver verification statement, signed by an authorized person from the institution in which you completed an approvedprogram:  (Specify college/university)

1. **The following courses must be completed prior to beginning student.**

**COURSEWORK TO BE COMPLETED FOR SUBJECT MATTER COMPETENCY- (**If all coursework completed, **write "none**")

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| COURSE (# and Title) |  | QUARTER  units |  | COURSE |  | QUARTER  units |
|  |  |  |
|  |  |  |  |  |  |  |
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Note if any of the above coursework is to be completed at another campus, list the college/university.

|  |  |
| --- | --- |
|  |  |
| Candidate Signature | Date |
|  |  |
| Content Advisor Approval | Date |

***English Competency Verification***

SINGLE SUBJECT CREDENTIAL CANDIDATES

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| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| LAST NAME |  | FIRST NAME |  | MI |  | EMPL ID |

**If you earned your bachelors degree at Cal Poly, SLO, check this box, and file form.**

If you earned your bachelor’s degree from a campus other than Cal Poly, you must demonstrate your ability to speak and write English effectively. These requirements can be met via coursework or the approved examinations.

***SPEAKING ENGLISH***

The Cal Poly General Education area A1: Communication coursework (with a minimum grade of “C” or better) or an approved examination will satisfy this requirement.

**COMS 101 or 102** (formerly SCOM 101 and 102), or equivalent articulated course

|  |
| --- |
| **Course completed:**       **grade:**       **Qtr/Sem. & Yr completed:** |
| **Institution:** |
|  |
| **Examination Verification Attached** |

***WRITING ENGLISH***

|  |
| --- |
| **WPE Examination Qtr/Sem & Yr completed:** |
|  |
| **Course completed:**       **grade:**       **Qtr/Sem. & Yr completed:** |
| **Institution:**       (including Cal Poly) |

Graduation from a CSU, a UC Campus or Cal Poly will meet the Credential Program English Writing Requirement and fulfill the Cal Poly Graduation Writing Requirement. Requests for exceptions or special requests must be presented to the University Writing and Rhetoric Center (UWRC) (Earhart Agriculture building 10, Room 130, phone 756-2067). The petition for these special requests can be picked up in the SOE Credential Office in building 02 room 120 or the UWRC. This includes transfer examinations or coursework.



***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 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.

**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.

**LEARNING OUTCOMES expected for all candidates:**

* 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 expected for all candidates:**

**Professionalism**

* 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.
  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**

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.
   1. ***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 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.

--*Revised 2009*

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name (printed):** |  | | |
|  |  | | |
| **Signature:** |  | **Date:** |  |

INFORMED CONSENT TO PARTICIPATE IN RESEARCH ABOUT THE

SCHOOL OF EDUCATION TEACHER CREDENTIAL PROGRAMS

***An investigation of the impact of El Camino-TQP reforms on teacher preparation***

Researchers Chance Hoellwarth (Physics), Megan Guise (English), and Leah Wood (Education), at Cal Poly are conducting research to learn more about the experiences of cooperating teachers, teacher candidates, university supervisors, and faculty in School of Education (SOE) programs, placements and/or professional development events. The purpose of the study is to evaluate the effectiveness and impact of El Camino-TQP grant reforms on credential program stakeholders and district partners (SOE faculty, university supervisors, teacher candidates, cooperating teachers + administrators, and K-12 student learners). TQP-El Camino grant reforms included in this research project are 1) Danielson Framework for Teaching, 2) Professional Development Model, 3) Rural Student Teaching Placement, 4) Mock IEP Event.

You are a possible participant in the study because you are enrolled in or working with one of the programs in the study, or are attending an El Camino-TQP grant funded professional development event.

Participating in this study may involve additional work outside the normal requirements of the credential program or event. The additional time required for this research portion of the program will not take more than 2 hours per quarter. The data for this research will be collected from approved surveys, observation tools, existing SOE surveys and assessments that all students enrolled in SOE credential programs are required or requested to participate in, and stakeholder (program faculty, teacher candidate, university supervisor, cooperating teacher) interviews. The Survey/Assessment tools we will be using include:

Program Assessment tools:

* SOE Exit Survey
* SOE Student Teacher Satisfaction survey
* CTQ Year out Teacher survey
* Formative & Summative Student Teaching assessments (for SS, MS, and SPED programs)
* University Supervisor observations

Research Tools:

* Rural placement survey
* Pre/post event + training surveys
* Stakeholder interviews

Participation includes all required elements of the program; however, the participant may opt out of the data/research.

Teacher candidate participants who are placed in a rural school placement and who consent to participation in this research will receive a $600 stipend each quarter of their student teaching placement. Stipends will be distributed through the financial aid office.

District cooperating teacher participants, university supervisors and faculty will receive a small stipend ($100) as incentive for their attendance at El Camino-TQP professional development events that are included in this research.

**There are no known or anticipated risks from your research participation.**

There is no direct benefit for you to allow your survey answers, assessments, and interview transcripts to be used for research purposes; however, your participation may impact and improve the SOE credential programs for future teacher candidates and program stakeholders. Your survey responses, interview transcripts and program assessments will be analyzed to determine the impact and effectiveness of TQP reforms as outlined in the research protocol. All results from this study will be reported outside of the School of Education through anonymous and where appropriate aggregated data to protect your privacy.

Any audio recordings of stakeholder interviews will be sent to GMR Transcription Services, Inc. for transcription via a secure server. Our research group has a confidentiality agreement signed with GMR to ensure the security of your interview transcripts. A copy of this agreement can be made available to you upon request. All audio files are permanently and securely deleted from the GMR system after transcription and only members of the research study will be have access to written transcripts. The research team will code the interview, and pseudonyms will be used for all names, locations, etc. in order to protect your identity.

Your decision whether or not to participate will not prejudice your relations with Cal Poly, San Luis Obispo. If you decide to participate, you are free to withdraw your consent and to discontinue your participation at any time without penalty. You also do not have to answer any questions you chose not to answer. The Human Subjects Committee at Cal Poly has reviewed and approved this research.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please contact Dr. Chance Hoellwarth at [choellwa@calpoly.edu](mailto:choellwarth@calpoly.edu), Dr. Megan Guise at [meguise@calpoly.edu](mailto:meguise@calpoly.edu), or the TQP Office/Sarah Hegg at [shegg@calpoly.edu](mailto: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](mailto:sdavis@calpoly.edu), or Dr. Dean Wendt, Dean of Research at 805-756-1508.

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

**Consent: I allow my information to be included in the research project**

**I do NOT Consent**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Print Name:** |  | **Signature:** |  | **EMPLID#:** |  |