Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Stanford University

May 7, 2008

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at Stanford University. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the attached report, the accreditation recommendation is **Accreditation**.

Common Standards and Program Standard Decisions For all Programs offered by the Institution or Program Sponsor

NCATE/Common Standards

	NCATE Level	Met	Not Met
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Initial	**X**	
Standard 2: Assessment System and Unit Evaluation	Initial	**X**	
Standard 3: Field Experiences and Clinical Practice	Initial	**X**	
Standard 4: Diversity	Initial	**X**	
Standard 5: Faculty Qualifications, Performance, and Development	Initial	**X**	
Standard 6: Unit Governance and Resources	Initial	**X**	

The state decisions on NCATE/Common Standards concurred with the NCATE recommendation for all standards.

Program Standards

	Total # of Program Standards	Number of Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, MS with BCLAD	19	19		
Single Subject	19	19		

The following activities were completed in accordance with the procedures approved by the Committee on Accreditation:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Institution: **Stanford University**

Dates of Visit: **May 3-7, 2008**

Accreditation Team Recommendation: **Accreditation**

Rationale:
The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards
The recommendation of the team regarding the six NCATE standards is that all standards are **met** at the initial level.

Program Standards
The team found that all program standards were met for the Multiple Subject, Multiple Subject with BCLAD and Single Subject programs.

(1) Overall Recommendation
The recommendation of the merged team for **Accreditation** is based on the fact that the Stanford University Teacher Education Program is of the highest quality and is producing effective educators.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Multiple Subject Credential
- Multiple Subject
- Multiple Subject BCLAD (Spanish)

Single Subject Credential
- Single Subject

California Teachers of English Learners (CTEL)*

(2) Staff recommends that:

- The institution's response to the preconditions be accepted.
- Stanford University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Stanford University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

**Stanford's CTEL program was approved in January 2008 and has not yet had any program completers. As a result, it was not included in this site visit activity. However, it will be included in all future accreditation activities for this institution.*

Accreditation Team

NCATE Team Leader/Co-Chair	**Jay Shotel** George Washington University
California Co-Chair:	**Joel A. Colbert** Chapman University
Common Standards Cluster:	**Xu Di** University of Hawaii at Manoa
	Stephen Koziol University of Maryland, College Park
	Carol McAllister Retired, Los Alamitos Unified School District
	Cindy Neusson Moonlight Elementary
	Iris Riggs California State University, San Bernardino
Basic/Teaching Programs Cluster:	**Carol Ann Franklin,** Cluster Leader University of Redlands
	Chris Renne California State University, Fullerton
	Keith Walters Biola University
Staff to the Accreditation Team	**Cheryl Hickey**, Consultant **Terry Janicki**, Consultant

Documents Reviewed

Institutional Self Study	Field Experience Notebooks
Course Syllabi and Guides	Schedule of Classes
Candidate Files	Advisement Documents
Program Handbooks	Faculty Vitae
Follow-up Survey Results	College Annual Reports
Needs Analysis Results	College Budget Plan
University Catalog	Website
Meeting Agendas and Minutes	Program Evaluations

Individuals Interviewed

	Team Leader	Common Standards	Basic/ Teaching Cluster	**TOTAL**
Program Faculty	8	20	12	**40**
Institutional Administration	5	0	0	**5**
Candidates	9	30	18	**57**
Graduates	13	33	20	**66**
Employers of Graduates/Administrators	9	14	6	**29**
Supervising Practitioners	10	24	14	**48**
Advisors	4	10	8	**22**
Steering Committee	8	0	0	**8**
Credential Analysts	1	0	0	**1**
Program Staff/Administration	4	3	5	**12**
			TOTAL	**288**

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed In addition, 50 individuals involved in the program were present at a Sunday evening dinner where team members had an opportunity for discussion on an informal basis.

INTRODUCTION

A. The Institution

Stanford University is a private, non-denominational, residential institution of higher learning that is accredited by the Accrediting Commission of Senior Colleges and Universities of the Western Association of Schools and Colleges. Located about 35 miles south of San Francisco in suburban Palo Alto, Stanford University consists of seven major schools (Business, Earth Sciences, Education, Engineering, Humanities and Sciences, Law, and Medicine) and many additional interdisciplinary centers, programs, and research laboratories.

Committed to the ideals of liberal education and professional excellence, Stanford currently enrolls approximately 6,600 undergraduate and 8,200 graduate students. The Stanford faculty, which numbers 1,807, includes 16 Nobel laureates, 4 Pulitzer Prize winners, 24 MacArthur Fellows, 21 National Medal of Science recipients, 135 members of the National Academy of Sciences, 228 members of the American Academy of Arts and Sciences, 83 members of the National Academy of Engineering, and 29 members of the National Academy of Education.

The Leland Stanford Junior University was founded by Leland and Jane Stanford as a memorial to their only son, who died of typhoid fever in 1884 at the age of sixteen. A leader in business

and politics, Leland Stanford was one of the "Big Four" who built the western link of the first transcontinental railroad. He was later elected governor of California and United States senator. In 1885 the California legislature passed an enabling act by which a university might be founded, endowed, and maintained through an ordinary deed of trust. Senator and Mrs. Stanford executed such a deed of trust on November 11, 1885, founding Stanford University. This document, known as The Founding Grant, conveyed to the 24 original trustees the Palo Alto Farm and other properties, directed that a university be established on the farm, and outlined the objectives and government of the University. The 8,800-acre campus and approximately $20,000,000 formed the original endowment.

The objective of Stanford University as written in the Founding Grant, was "to qualify its students for personal success, and direct usefulness in life; And its purposes, to promote the public welfare by exercising an influence in behalf of humanity and civilization, teaching the blessings of liberty regulated by law, and inculcating love and reverence for the great principles of government as derived from the inalienable rights of man to life, liberty, and the pursuit of happiness."

B. The Unit and Programs

The unit responsible for the preparation of teachers is the Stanford School of Education (SUSE) under the leadership of Dr. Deborah Stipek, the Dean of the School and head of the unit. Although the unit maintains control of many operational functions (budget, admissions, resources etc.) the unit delegates substantial responsibility to STEP for the development and assessment of both programs and unit operations as they affect the program. The Stanford Teacher Education Program (STEP) is primarily responsible for the organization, delivery and evaluation of two cohort based year long sub programs, an elementary (preliminary multiple subject credential program) and a secondary (preliminary single subject credential program) that lead to a Preliminary California State Teaching credential and a Masters degree. STEP Elementary graduated its first cohort in 2006 and the delivery model is consistent with the STEP secondary or single subject. The Stanford University School of Education is a graduate only subdivision of the institution which, in the current academic year, serves 414 students. STEP has approximately 75 candidates enrolled in the two programs mentioned above. A program to train principals which was reviewed during the last accreditation visit was discontinued in 2005. The School also offers an authorization within the multiple subject credential in bilingual education (BCLAD) and a new program for the continuing development of experienced teachers. Under guidelines recently adopted by NCATE it was determined that neither of these programs would be a part of the visit based upon communication between the institution and NCATE.*

The following chart from the IR delineates the two programs under review in this visit.

*The BCLAD program was included in the state accreditation process.

Table I-1
Programs and their Review Status

Program Name	Award Level	Program Level (ITP or ADV)	Number of Candidates Enrolled	Agency or Association Reviewing Programs	Program Report Submitted for Review (Yes/No)	State Approval Status	Status by NCATE
STEP Secondary	Master of Arts in Education	ITP	64	CTC (state)	Yes	Approved	Program in Approved Unit
STEP Elementary	Master of Arts in Education	ITP	11	CTC (state)	Yes	Approved	Not applicable*

* STEP Elementary admitted its first cohort in 2005 and therefore did not participate in STEP's 2002 NCATE review.

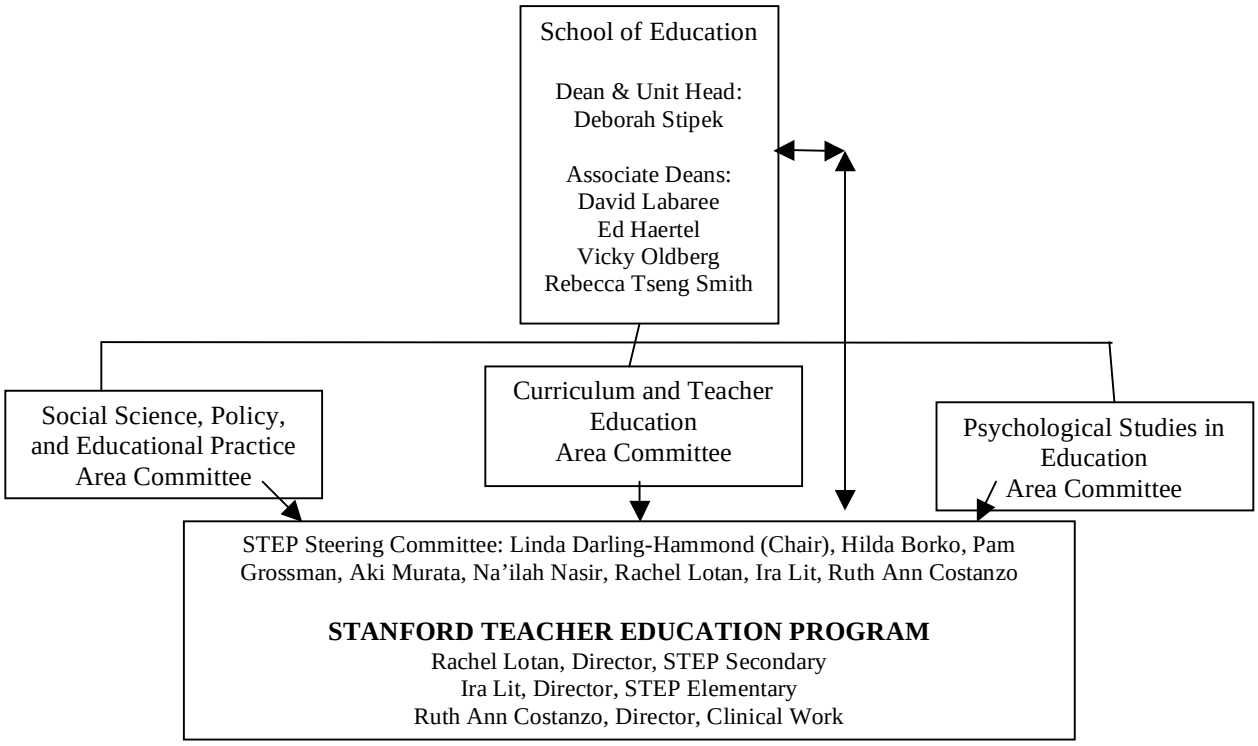
The Stanford University School of Education (SUSE) offers programs for the following degrees: Doctor of Philosophy, Master of Arts, and Master of Arts with teaching credential. Specializations are grouped into three area committees: Curriculum Studies and Teacher Education, Psychological Studies in Education, and Social Sciences, Policy and Educational Practice. The School also houses several cross-area programs, including a program in Learning, Design, and Technology; the Undergraduate Honors Program; and the Stanford Teacher Education Program (STEP).

The Stanford University School of Education offers a broad array of programs outside of the Unit. Available areas of concentration for the Masters degree are Curriculum Studies and Teacher Education; International Comparative Education; International Education Administration and Policy Analysis; Joint Degree with the Graduate School of Business; Joint Degree with the Law School; Learning Design and Technology; Policy, Organization, and Leadership Studies; Social Sciences in Education; Secondary Education; Elementary Education. The School also offers 19 different Ph.D. concentrations including a concentration in Teacher Education. No off campus or distance programs are offered by the unit at this time.**

STEP draws its full time faculty from the School of Education's three other organizational groups within SUSE called Area Committees, Social Science, Policy, and Educational Practice, Curriculum and Teacher Education, and Psychological Studies in Education. Of the 46 full time faculty within Stanford University School of Education there are 14 full time faculty and 24 graduate teaching assistants and teaching fellows that teach within STEP. Additionally there are 10 lecturers (part-time/adjunct faculty) and 25 university supervisors that support the work of STEP. See Table I-2 below.

*** The CTEL program will be offered via distance education once implemented.*

Table I-2
Organization Structure of the Stanford University School of Education



STEP is co-directed by Dr. Ira Lit and Dr. Rachel Lotan who report directly to the Dean of the School for administrative purposes but for curricular and program development functions report to the STEP steering committee, a rotating group of faculty invested in STEP and appointed by the Dean of the School. The group is currently chaired by Dr. Linda Darling-Hammond. The majority of faculty that teach in the program are affiliated with the Curriculum and Teacher Education Area Committee. All faculty who teach in the STEP have appointments in one or more of the Area Committees in the School of Education.

C. The visit

This was an NCATE/CTC merged visit using the NCATE Unit Standards and the CTC standards for program review. The NCATE team convened on Saturday, May 3, 2008 and were joined by the state team on Sunday, May 4, 2008. The NCATE and CTC teams met regularly during the visit to exchange information and cross verify findings. The existing state protocol was followed. There were no unusual circumstances affecting this visit.

CONCEPTUAL FRAMEWORK

The institution and the unit mission aim at enabling all people to achieve maximum benefit from their educational experiences by being a world leader in ground-breaking, cross-disciplinary inquiries that shape educational practices and the professions they serve and that lead to improvements of education around the globe.

Four main themes guide the unit's work: (1) a belief that the goal of the educational enterprise is the success of all pupils, (2) a commitment to developing educators' professional knowledge and expertise to enable all pupils to reach intellectually and academically challenging learning goals, (3) an emphasis on program designs and practices based on the assumption that knowledge and skills develop through studying, acting, and reflecting in professional communities, and (4) the belief that educators act to foster and sustain a democratic and just society in the construction, development, and use of knowledge. In its design, the STEP offers coherent experiences in coursework interwoven with on-going teaching experiences, sustained mentoring, and personalized advising. The program's emphasis is on the development of content-specific pedagogy and preparation to teach culturally and linguistically diverse learners. The program supports the development of reflective practitioners, who work collaboratively with other educators to inquire into learning, refine their teaching, and strive to solve common problems of practice.

The unit's conceptual framework was approved by the faculty in 2002 and that framework continues to shape the unit's programs. That version of the conceptual framework presents the argument for the main themes and fundamental design principles in STEP, drawing on extensive research and theory, beginning with Dewey's emphasis on the importance of deep and systematic understanding of disciplinary knowledge as a foundation for developing judgment and the ability to learn from and in practice. The 2002 conceptual framework document draws from policy work (NCTAF, 1996; and Darling-Hammond, 2000) as well as research on personal practical knowledge and research-based knowledge of learning, development, and curriculum and studies that emphasize the importance of context in affecting successful instructional practices, including attentiveness to the backgrounds and abilities of their students and the environment in which the teaching occurs. Shulman's work (1987) on pedagogical content knowledge is a foundation for the emphasis in the program on subject-matter based curriculum and pedagogy studies and support while Grimmet & Mackinnon's work (1992) serves as a foundation for the emphasis on pedagogical learner knowledge. The case is made for the need that researcher and practitioners alike have to strengthen their practice through collaboration, for the use of cases and problem-centered approaches for learning, and for the use of a variety of on-going formative performance assessments in addition to a rigorous summative assessment of the program and the practices of candidates.

Because of changes such as the discontinuation of the Prospective Principals Program and the initiation of the Multiple Subject Credential program, the arrival of new faculty members, and the development of new campus-wide relationships through the Teachers for a New Era and the Woodrow Wilson Foundation initiatives, and to be able to take into account the most recent scholarship, the unit plans to review the conceptual framework beginning in the fall of 2008.

Candidate proficiencies are generally aligned with the standards of the California Standards for the Teaching Profession and consistent with the standards of the National Board for Professional Teaching Standards. Candidates are expected to have a strong understanding of a wide-repertoire of teaching tools associated with their teaching fields, demonstrate their understanding of and ability to be responsive to the diverse needs of individual pupils in their teaching, and be aware of and adapt instruction to the social, economic, and political contexts that inform classroom teaching. More specifically, candidates are to show that they possess strong content knowledge in the disciplines they teach and of a repertoire of ways to teach that content to diverse learners. This includes the capacity to identify and use appropriate technological resources to support learning in the disciplines and to use a variety of formal and informal assessment to analyze what pupils have learned as a basis for shaping subsequent instruction. STEP candidates are expected to create classroom communities that support all learners and demonstrate an understanding of diverse cultures and the ability to enact culturally responsive pedagogy. They demonstrate the ability to build collaborative classroom structures and cultivate productive interactions among students that support shared learning. STEP candidates build equitable classrooms that sponsor rich discourse among academically and linguistically diverse learners. They know how to communicate with families about students' progress and how to draw upon students' background knowledge and experiences to support classroom learning. They are able individually and with others to assess the effect of their work to refine and improve their practice. Finally, they demonstrate these understandings and abilities within an overall ethos of care and concern for ethical and moral behavior, and they demonstrate a commitment to the highest standards of professional conduct in working with students, families, and colleagues.

The STEP assessment system begins at admissions with comprehensive and systematic data on individual candidate qualifications, including subject matter preparation and their potential to become effective beginning teachers, and continues throughout the program based on the performance of candidates on a range of formal and informal assessments both in campus and field experiences. There is close, personalized monitoring of individual candidate performance by STEP faculty and professional staff from such sources as course assignments, quarterly assessments of clinical work, and a range of survey instruments. The program also uses a new summative assessment for all candidates, the Performance Assessment for California Teachers (PACT, which is designed to capture candidate performance on specific tasks informing four dimensions of teaching: planning, instruction, assessment, and reflection.) A candidate's PACT work is included as part of the graduation portfolio which is presented to and evaluated by a review committee including STEP faculty and professional staff, supervisors, and peers. STEP also uses a variety of post-program graduate and employer surveys to obtain program assessment evidence for use in decision-making about making revisions in the program.

There was extensive evidence that the substance of the conceptual framework is recognized and understood by candidates and others in the broader professional community. In the various interviews – at school sites and in focus groups – candidates responded to questions about the conceptual framework with statements that indicated awareness and support for the central themes in the conceptual framework. They reiterated the belief that the program, through content in courses, assignments in schools, attitudes among staff and between staff and

candidates, and in expectations in assessments, lives up to its stated commitments. A number of the candidates indicated that they chose the program because of those stated commitments and praised the extent to which the program was meeting their expectations. Candidates referenced the coherence among courses overall and described multiple examples of how coursework and school experiences were connected. They described the emphasis throughout on student learning and the expectations to understand and meet the needs of diverse learners. They recognized and appreciated the many forms of collaboration that were supported by the program and spoke of their own and the program's commitments to issues of equity and social justice. Similar statements were made in interviews with past graduates and independently with cooperating teachers and with school administrators. Candidates, cooperating teachers, administrators, and instructors/faculty referenced the efforts in the program to blend theories to practice and to draw from practice to interpret and revise theories. These include the presence of graduated experiences in coursework and in the field, the extensive modeling taking place in university courses of desired practices and the support for those practices by cooperating teachers in the schools, the attention to issues of diversity, and meeting the needs of English Language Learners and students with special needs that occurred in university courses and in expectations for practice in school placements. Candidate and others comments about the content and practices in the program are reflected in the sampling of syllabi examined, in the policies regarding supervision and support, and in the substance of task included as part of the ongoing formative assessments, PACT, and the portfolio. Several STEP candidates talked about coming to STEP because they wanted to be teachers who could change the world. They believe their program prepares them to do that.

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help\all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Level: (Initial)

A. Content knowledge for teacher candidates

STEP candidates have in-depth knowledge of the content that they plan to teach. The state of California requires that all teacher candidates must take the California Basic Educational Skills Test (CBEST) prior to admission and must pass the exam prior to independent student teaching. Data reported for 2005 through 2008 indicate that 100% of STEP candidates passed the CBEST (See Table 1.1).

All STEP candidates must also meet subject matter requirements. All Multiple Subject candidates must pass the California Subject Matter Exam for Teachers (CSET). Single Subject candidates complete an approved subject matter program at a California institution of higher education, or they must pass the appropriate CSET exams. Those candidates pursuing the exam route must have passed at least half of the subtests prior to beginning the cohort program in June. Those completing an approved subject matter program must have completed 80% of the program prior to admission. California requires that all candidates must have either fully completed their subject matter preparation program or have successfully completed all required subject exams prior to the independent student teaching phase. From 2005 to 2008, 100% of candidates who took the exam route accomplished a passing score. Within the Multiple Subject program, candidates in the Bilingual option must also pass a Spanish Language Proficiency Exam and an Ethno-history Exam that test their knowledge of Latino/Chicano culture and history. The pass rate for these exams is also 100%.

Table 1.1
STEP Candidates' Fulfillment of Subject Matter Requirements
For Period 2005-2008

Year	Program	CBEST % of test takers passing at state cut score	Subject Matter Requirements			
			CSET		# who completed approved subject matter programs	Total % of candidates who met subject matter requirements
			# test-takers	% of test takers passing at state cut score		
2007-2008	Secondary	100%	60	100%	4	100%
2006-2007	Secondary	100%	63	100%	7	100%
2005-2006	Secondary	100%	66	100%	4	100%
2007-2008	Elementary	100%	11	100%	N/A	100%
2006-2007	Elementary	100%	17	100%	N/A	100%
2005-2006	Elementary	100%	20	100%	N/A	100%

The unit cites a rigorous undergraduate program of study closely related to the teaching area as another indicator of content knowledge. All Multiple Subject candidates (until 08-09) complete their undergraduate coursework at Stanford, and their transcripts are reviewed upon admission for any gaps in content preparation. Those Single Subject candidates who pursue the subject matter program route rather than the exam route must complete a state-approved undergraduate degree program that is designed for single subject teachers.

Additionally, content knowledge is assessed through quarterly field evaluations which assess candidates' content knowledge as a part of the California Standard for the Teaching Profession (CSTP) 3—Understanding and Organizing Subject Matter for Student Learning. Courses that address pedagogical content knowledge also include assessment of content knowledge as it is portrayed through course assignments. Finally, a survey of graduates and employers from 2003-2007 found that 98% of graduates felt adequately, well or very well prepared to demonstrate knowledge of subject matter while 100% of employers rated graduates as adequately, well or very well prepared in their content areas.

Interviews with candidates, graduates, cooperating teachers, and school administrators indicated and felt strongly that STEP candidates and graduates are solid in their content knowledge. Cooperating teachers and employers routinely described the STEP candidates as better prepared than students from other universities. All school administrators who were interviewed reported that they give priority to hiring STEP graduates as they see them as more knowledgeable in content areas and ready to teach academic content (and at a more advanced level) than graduates of other institutions.

B. Pedagogical content knowledge for teachers

STEP candidates have a thorough understanding of the relationship of content and content-specific pedagogy as demonstrated through a variety of assessments. Program Directors monitor

candidates' emerging pedagogical content knowledge as they review cooperating teachers' and supervisors' assessment of candidates within their field placements. The STEP field evaluation form assesses candidates across the six California Standards for the Teaching Profession (CSTP) using a nominal scale.

Directors track candidate growth across three quarters and expect that all candidates will reach the "Proficient" level in all 31 elements of the standards by the end of the program. Two standard elements relate to pedagogical content knowledge:

- Standard 3.2: Organizes curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area
- Standard 4.1: Plans instruction that draws on and values students' backgrounds, prior knowledge, and interests

As an example, see tracking of Winter 2008 in Table Set 1.2.

Table Set 1.2
Winter 2008 Distribution of Performance
Standard 3.2 – Cooperating Teachers' Ratings of Candidate Proficiency

	Insufficient Evidence	Beginning	Developing Proficiency	Proficient	Highly Proficient	Skillful
English (17)			9	6	2	
H/SS (17)	1		4	11	1	
Math (14)			8	2	4	
MS (11)			7	3	1	
Science (10		2	4	4		
WL (6)	1	2	3			

Winter 2008
Standard 3.2 – Supervisors' Ratings of Candidate Proficiency (Winter 2008)

	Insufficient Evidence	Beginning	Developing Proficiency	Proficient	Highly Proficient	Skillful
English (17)			10	7		
H/SS (17)			9	8		
Math (14)			9	4	1	
MS (11)			8	3		
Science (10)			9	1		
WL (6)			5	1		

Winter 2008 Distribution of Performance on
Standard 4.1 – Cooperating Teachers' Ratings of Candidate Proficiency

	Insufficient Evidence	Beginning	Developing Proficiency	Proficient	Highly Proficient	Skillful
English (17)	1		8	7	1	
H/SS (17)			12	5		
Math (14)			9	4	1	
MS (11)		1	6	4		
Science (10)	1	1	6	2		
WL (6)		1	4	1		

Winter 2008
Standard 4.1 – Supervisors' Ratings of Candidate Proficiency

	Insufficient Evidence	Beginning	Developing Proficiency	Proficient	Highly Proficient	Skillful
English (17)			11	6		
H/SS (17)			13	4		
Math (14)			9	5		
MS (11)			11			
Science (10)			7	3		
WL (6)		1	1	4		

Each program includes a course sequence that requires candidates to complete a series of content-specific curriculum and instruction courses (eight courses for Multiple Subject and three courses for Single Subject). Major assignments within these courses and the course grades provide additional evidence of candidates' pedagogical content knowledge. For example, Winter Quarter of the cohort year includes a curriculum unit plan for secondary candidates and a culminating literacy and math assignment for elementary candidates. The unit provides Winter 2007 candidate grades for the courses in which these assignments reside as a secondary indicator of content pedagogy (See Table Set 1.3)

Table Set 1.3
Winter 2008 Course Grades—Pedagogical Content Knowledge

C& I: Secondary: Winter quarter 06-07	**A+**	**A**	**A-**	**B+**	**B**	**B-**	**C+**	**C**	**C-**	**NP***	**I***	**Total**
English	2	4	2	2	1	2	0	1	1	0	0	15
Math	2	11	2	0	0	0	0	0	0	0	0	15
Science	0	10	1	1	1	0	0	0	0	1	0	14
Social Science	0	12	3	1	0	0	0	0	0	0	0	16
World languages	0	8	2	0	0	0	0	0	0	0	1	11

C& I: Secondary: Winter quarter 07-08	A+	A	A-	B+	I*	Total
English	0	8	7	2	0	17
Math	3	11	0	0	0	14
Science	0	6	0	0	4	10
Social Science	0	16	1	0	0	17
World languages	2	4	0	0	0	6

Elementary: Winter quarter 06-07	A+	A	A-	Total
BLIS	0	17	0	17
Math	2	13	2	17

Elementary: Winter quarter 07-08	A+	A	A-	B+	I*	Total
BLIS	3	6	0	0	2	11
Math	0	9	2	0	0	11

The unit uses a key summative assessment of candidates' knowledge called the *Performance Assessment for California Teachers* (PACT). Stanford played a major role in development of the PACT which is used by programs across the state. It continues to play a leadership role as the PACT is refined through additional reliability and validity studies.

PACT includes several tasks conducted in the field which result in teacher work products that provide evidence across all standard areas. STEP has been collecting data from the PACT assessment for five years.

PACT data provide specific information about candidates' pedagogical content knowledge at the end of the program. Tasks and rubrics on Planning (Task 1) and Instruction (Task 2) show how candidates *plan and instruct* within their respective content areas as identified within the current year's data with the appropriate columns in Table 1.4. Means are based upon a 4-point rating scale.

Table 1.4
STANFORD 2006-07 PACT PILOT YEAR SCORE REPORT

Mean Item Scores by Subject Area – 2006-07 Pilot Year

		Total MIS	Planning MIS	Instruction MIS	Assessment MIS	Reflection MIS	Academic Language
EL	Mean	2.898	3.118	2.971	2.824	2.794	2.676
	N	17	17	17	17	17	17
	Std Dev	.656	.645	.739	.789	.811	.809
EM	Mean	2.679	3.039	2.647	2.618	2.588	2.324
	N	17	17	17	17	17	17
	Std Dev	.376	.484	.523	.574	.618	.529
ELA	Mean	2.922	3.143	2.821	2.714	2.786	3.036
	N	14	14	14	14	14	14
	Std Dev	.635	.650	.696	.914	.508	.771
MTH	Mean	3.255	3.422	3.133	3.300	3.267	3.067
	N	15	15	15	15	15	15
	Std Dev	.452	.462	.719	.702	.651	.495
HSS	Mean	3.136	3.354	3.188	2.937	2.969	3.125
	N	16	16	16	16	16	16
	Std Dev	.488	.494	.727	.655	.645	.645
SCI	Mean	2.993	3.128	2.962	3.000	2.885	2.923
	N	13	13	13	13	13	13
	Std Dev	.392	.501	.477	.456	.712	.449
WL	Mean	3.164	3.633	3.450	3.550	3.450	1.500
	N	10	10	10	10	10	10
	Std Dev	.499	.429	.438	.369	.643	1.958
ALL SUBJECTS	Mean	2.993	3.242	3.000	2.956	2.931	2.711
	N	102	102	102	102	102	102
	Std Dev	.531	.551	.664	.714	.697	.961

Notes: (a) Sample sizes represent total number of Teaching Events scored. (b) Differences in Total MIS and Task MIS are significant across subject areas.

EL – Elementary Literacy
EM – Elementary Mathematics
ELA – Single Subject English Language Arts
MTH – Single Subject Mathematics
HSS – Single Subject History-Social Science
SCI – Single Subject Science
WL – Single Subject World Languages

The unit also provided summaries of performance on individual PACT rubrics related to pedagogical content knowledge.

Table 1.5
PACT Rubric Scores—Pedagogical Content Knowledge

Rubric Scores (All Subjects) 2006-07 Pilot Year – Stanford Only

Guiding Question	N	Mean	Std Dev
Planning 1: Establishing a balanced instructional focus	102	3.382	.630
Planning 2: Making content accessible	102	3.206	.736
Planning 3: Designing assessments	102	3.137	.614
Instruction 1: Engaging students in learning	102	3.059	.794
Instruction 2: Monitoring student learning during instruction	102	2.941	.742

By California law, Multiple Subject candidates must pass the Reading Instruction Competence Exam (RICA). The RICA assesses pedagogical content knowledge in the area of reading. In 2005-06 and 2006-07, 100% of the Multiple Subject candidates passed the RICA.

In the area of technology related to teaching, STEP candidates complete a *Technology Pre-assessment Survey* to provide baseline information on what candidates know and can do with technology. Results from the 2007-2008 pre-assessment found that the majority of candidates rated themselves as proficient in most basic word processing, confident in manipulating digital images, able to create PowerPoint presentations, subscribe to a Listserve, use search engines, and bookmark websites. They reported less confidence in working with spreadsheets and databases, creating web-pages, and manipulating graphics in multiple file formats.

Later in the program, candidates respond to a *Technology Field Placement Survey* to discover what technology experiences they have encountered within the field. Results from 2007-2008 found that almost all candidates use computer applications to manage student records and to communicate with parents and students.

Results of an exit survey of 2007 graduates indicate that candidates find the content-specific curriculum and instruction course helpful in developing the pedagogical content knowledge. Within four out of six related areas, 94-98% of candidates rated themselves as adequately, well or very well prepared. Fewer graduates rated themselves at these levels in the areas of using technology in the classroom (84%) and creating interdisciplinary curriculum (72%).

A survey of employers found high ratings of graduate preparation (100%) in areas related to pedagogical content knowledge with the exception of designing integrated curriculum (92%).

Follow-up interviews with candidates, school personnel, and faculty testify to STEP candidates' in-depth understanding of the content that they plan to teach and their ability to provide multiple explanations and instructional strategies so that all students learn. Interviews provide overwhelmingly evidence that STEP candidates are able to present content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately.

C. Professional and pedagogical knowledge and skills for teachers

No state licensure tests exist in this area.

Quarterly field assessments provide evidence of candidate pedagogical and professional skills. As described previously, directors analyze field assessments throughout the program for trends. For example, trend data for the eight elements of CSTP Standard 2 (Creating and Maintaining Effective Environments for Student Learning) is included in Table 1.6. Means are based upon a 4-point scale.

Table 1.6
Quarterly Field Assessments
Means of Cooperating Teacher and Supervisor Ratings for all Elements of Standard 2 by Quarter 2006-07

	Fall	**Fall**	**Winter**	**Winter**	**Spring**	**Spring**
	Cooperating Teacher	Supervisor	Cooperating Teacher	Supervisor	Cooperating Teacher	Supervisor
	Mean	Mean	Mean	Mean	Mean	Mean
2.1	1.43	1.42	2.47	2.40	3.07	3.13
2.2	1.97	1.85	2.68	2.67	3.31	3.43
2.3	1.68	1.56	2.46	2.47	3.19	3.20
2.4	1.49	1.45	2.29	2.42	3.06	3.13
2.5	1.69	1.69	2.47	2.42	3.03	3.09
2.6	2.19	1.98	2.72	2.75	3.40	3.34
2.7	1.85	1.38	2.51	2.39	3.17	3.18
2.8	1.49	0.94	2.34	1.92	2.97	2.82

Again, PACT serves as a key measure of candidate skills, including professional and pedagogical knowledge and skills—specifically in the areas of understanding language demands and supporting academic language development. (See Table 1.4 under the heading academic language).

Analysis of items from the PACT Rubric provides more specific evidence for professional and pedagogical knowledge and skills.

Table 1.7
PACT—Relevant to Professional and Pedagogical
Table 3. Rubric Scores (All Subjects) 2006-07 Pilot Year – Stanford Only

Guiding Question	N	Mean	Std Dev
Academic Language 1: Understanding language demands	102	2.696	1.042
Academic Language 2: Supporting academic language development	102	2.725	.977

STEP include specific assignments in each of the professional knowledge areas of foundations of education, the ways children and adolescents develop and the relationship to learning, professional ethics, laws, and policies, the use of research in teaching, the roles and responsibilities of the professional communities, the diversity of student populations, families and communities, and the consideration of school, family, and community contexts and the prior experiences of students. Course grades also provide secondary assessment data related to professional and pedagogical knowledge. For example, the tables below show the grade distributions for coursework in Child and Adolescent Development.

Table 1.8
Development Course Grades—2006-2008

Adolescent Development: Secondary	A+	A	A-	B+	B	B-	NP	Total
Autumn 06-07	6	33	18	6	5	1	1	70
Autumn 07-08	7	40	15	2	0	1	0	64

Elementary:Child Development Autumn 06-07	A+	A	A-	B+	Total
Number of grades	0	5	2	2	9

Surveys of graduates and employers provide an additional source of evidence of candidate performance in this area. For example, the following survey items correspond to Standard 2 of the quarterly assessments/CSTP's.

Table 1.9
Graduate Survey Data – STEP Class of 2007

How well do you think your teacher preparation prepared you to:	Not at all	Poorly	Adequately	Well	Very Well
Develop a classroom environment that promotes social development and group responsibility.	4%	8%	15%	38%	35%
Develop students' questioning and discussion skills.	0%	8%	27%	44%	21%
Use effective verbal and non-verbal communication strategies to guide student learning and behavior.	0%	4%	27%	40%	29%
Maintain discipline and an orderly, purposeful learning environment.	2%	12%	23%	38%	25%
Engage students in cooperative group work as well as independent learning.	0%	6%	23%	36%	35%

Table 1.10
Employer Survey Data—STEP Class of 2007

How well do you think STEP graduates are prepared to:	Not at all	Poorly	Adequately	Well	Very Well
Develop a classroom environment that promotes social development and group responsibility.	0%	3%	13%	47%	37%
Develop students' questioning and discussion skills.	0%	3%	16%	42%	39%
Use effective verbal and non-verbal communication strategies to guide student learning and behavior.	0%	3%	34%	34%	29%
Maintain discipline and an orderly, purposeful learning environment.	3%	8%	18%	47%	24%
Engage students in cooperative group work as well as independent learning.	0%	3%	11%	42%	45%

STEP candidates reflect a thorough understanding of professional and pedagogical knowledge and skills. In addition to formal and informal assessments, interviews of candidates, cooperating teachers, employers, and faculty testify to their ability to develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues.

D. Student learning for teacher candidates

STEP candidates focus on student learning and study the effects of their work throughout their program. They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students as evidenced by numerous assessments. A primary formal assessment is, again, PACT, which requires that candidates assess student learning and adapt instruction accordingly. Mean scores on assessment and reflection provide evidence of candidate ability to impact student learning (See Table 1.4).

PACT rubrics provide further evidence of candidates' ability to assess student learning and use assessment information for instruction (Table 1.11)

Table 1.11
PACT—Relevant to Student Learning

Table 3. Rubric Scores (All Subjects) 2006-07 Pilot Year – Stanford Only

Guiding Question	N	Mean	Std Dev
Assessment 1: Analyzing student work from an assessment	102	3.127	.779
Assessment 2: Using assessment to inform teaching	102	2.784	.863
Reflection 1: Monitoring student progress	102	2.922	.754
Reflection 2: Reflecting on learning	102	2.941	.818

As described previously, the directors summarize data from quarterly assessments completed by cooperating teachers and university supervisors. CSTP Standard 5 (Assessment of Student Learning) relates specifically to assessment for student learning. Directors examine ratings from both cooperating teachers and university supervisors across the five elements of this standard to assess the progress of individual candidates and to evaluate program effectiveness in preparing candidates to assess student learning.

E. Dispositions

STEP articulates its mission as "cultivating teacher leaders who share a set of core values that includes a commitment to social justice, an understanding of the strengths and needs of a diverse student population, and a dedication to equity and excellence for all students." STEP strives to promote the following dispositions:

- commitment to the learning and growth of all learners
- a desire to organize the learning environment so that all students participate actively as they engage with intellectually challenging curricula
- commitment to fair and equitable treatment of students.
- an ethic of care in which students serve as academic, linguistic, and social resources for each another and are accountable to each other as members of a classroom community
- an appreciation of inquiry by learning to reflect on their own practice and to question existing school and societal structures that promote inequity.

Faculty have designed programs that promote these dispositions through an attention to the mission's core values from admission through post-program. As part of the admission packet, applicants include an essay in which they describe their experience in working with youth and their interest in teaching. They also identify their views on the role of education in society and their reasons for wanting to enter the teaching profession. The essay response, in addition to recommendation letters, serves to help the selection committee identify candidates who are most likely a good match to the program mission.

Upon completion of the program, candidates complete a *Summary Reflection*, which requires that they assess themselves on each of the CSTP standards. Successful completion of this assignment indicates that candidates are able to reflect upon their own ability and their dispositions in relation to teaching and learning. In 2006-2007, 100% of the cohort successfully completed the reflection.

Each cohort also completes exit surveys at the end of the year to provide information about candidates' preferences for working with specific student populations.

Excerpt from the Summary of Exit Survey (STEP Secondary Class of 2007):

> Ninety three percent (93%) of secondary STEP graduates plan to teach in the next two years; 6% (4 graduates) plan to teach but not in the next two years; one graduate does not plan to become a teacher.

Among those who knew where they will be teaching at the time of the survey, the distribution is as follows: 4% in rural, 56% in suburban and 40% in urban settings. (In California, many suburban settings include students from low SES and diverse racial/ ethnic backgrounds, e.g., Sequoia High School in Redwood City, Mountain View High School in Mountain View.) 45% of students plan to teach in low SES, 17% in middle SES and 26% in economically diverse schools. 55% of candidates will be working primarily with students of color, and 34% in schools with mixed racial and ethnic makeup. 38% will be working in schools with academically diverse students and 35% with primarily low achieving students.

For the majority of their careers, 48% of candidates would most like to teach in urban schools and in economically diverse or low SES schools, 34% and 47% respectively. Most candidates (63%) would like to teach in racially and ethnically mixed schools.

Excerpt from the Summary of Exit Survey (STEP Elementary Class of 2007):

75% of STEP Elementary graduates plan to teach in the next two years. One graduate plans to teach but not in the next two years. Three graduates do not plan to become a teacher. Elementary graduate preferences for teaching are indicated in Table 1.12.

Table 1.12
Elementary Graduates' Preferences for Teaching
N=12

	Plans for next year	Preference for the majority of your career
LOCALE		
Rural	0%	0%
Suburban	64%	60%
Urban	36%	40%
SES		
Low	58%	73%
Middle	17%	9%
High	8%	0%
Economically Diverse	17%	18%
ETHNICITY		
Primarily students of color	67%	55%
Mixed	33%	45%
Primarily white students	0%	0%
ACHIEVEMENT		
Low	42%	27%
Middle	17%	18%
High	17%	27%
Academically diverse	25%	27%

The PACT also provides evidence of candidate dispositions regarding reflection on professional practice and willingness to critique their instructional choices with an emphasis on student learning outcomes.

Table 1.13
PACT—Dispositions—reflecting on student progress and reflecting on learning

Rubric Scores (All Subjects) 2006-07 Pilot Year – Stanford Only

Guiding Question	N	Mean	Std Dev
Reflection 1: Monitoring student progress	102	2.922	.754
Reflection 2: Reflecting on learning	102	2.941	.818

Quarterly assessments provide additional evidence of how candidates' professional dispositions are demonstrated in the clinical placements. For example, Element 6 of Standard 6 provides data about candidates' abilities to "balance professional responsibilities and maintain motivation and commitment to all students." The data are reviewed by the directors at the end of each quarter, as described in the earlier sections on pedagogical content knowledge and professional and pedagogical knowledge and skills.

Grade distributions for particular courses, including *Educating for Equity and Democracy* (elementary and secondary) and *Teaching and Learning in Heterogeneous Classrooms* (secondary) provide additional data about candidates' emerging professional dispositions.

Alumni survey reports demonstrate that:

- 91% of survey respondents continue to teach
- 84% teach in public schools (including public charter schools)
- 60% teach in schools where students of color comprise the majority of the student population
- 24% teach in schools where the proportion of students of color ranges from 26-50%.
- 54% teach in schools with significant proportions of English language learners
- 68% teach in schools with significant proportions of low-income students.
- 79% agree or strongly agree with the statement "If I try hard, I can get through to almost all my students."
- 72% agree or strongly agree with the statement, "I am confident of my ability to teach all students at high levels."
- 83% agree or strongly agree with the statement, "I am confident I am making a difference in the lives of my students."
- 98% feel adequately prepared, well prepared, or very well prepared to evaluate the effects of their actions and modify plans accordingly.

Employer survey data also provides evidence that candidates are prepared to support student learning, reflect on their practice, and serve in leadership roles. They rate graduates as adequately prepared, well prepared, or very well prepared to work with parents and families to

support student learning (97%), conduct inquiry or research to inform teaching decisions (100%), and to evaluate the effects of their actions and modify plans accordingly (97%).

Follow-up interviews with candidates, cooperating teachers, supervisors, employers, faculty, and administrators all indicate that STEP candidates exemplify dispositions of social justice. Candidates are able to articulate the values of the conceptual framework and apply it within clinical practice.

The unit provided less formal evidence of measurement within this category, however, the amount of evidence that was provided, along with the follow up interviews, provided overwhelming evidence that the STEP candidates are exemplary in working with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. STEP candidates consistently demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.

Overall Assessment of Standard

Assessment data from PACT and quarterly field assessments indicate that candidates possess the necessary knowledge, skills, and dispositions to meet required standards. Tracking of candidate progress through coursework provides additional evidence of development throughout the programs. Extensive surveys of candidates, alumni, and employers support the case that STEP graduates gain the necessary knowledge, skills, and dispositions. Interviews of candidates, faculty members, cooperating teachers, employers, and unit administrators are consistent in the content of their attestations of what candidates know and are able to do as a result of completing the program.

Recommendation: Met

Areas for Improvement: None

State Team Decision: Standard is Met

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Level: Initial

SUSE uses both STEPnet and Axess as the main technology to systematically collect, aggregate, and process the unit and STEP data. STEPnet is a comprehensive web-based management system that collects teacher candidate information from their admission to graduation. Axess, the Stanford University web-based system assists STEP directors to monitor candidates' academic progress. STEP relies on multiple data sources including formative and summative evaluations, aggregates data and utilizes data for program modification when appropriate.

A. Assessment system

The development of the multifaceted STEP assessment system consists of three components. First, the current STEP assessment system evolved and developed since 1998 through the work of STEP faculty and administrators as part of program redesign. Multiple stakeholders including teacher candidates, alumni, and partner schools staff have contributed to the ongoing development of the assessment system via surveys as well as informal and formal feedback opportunities. Second, the Stanford University faculty and administration adopted Axess, which is a student administration product with mixed People Soft's Portal and Campus Solutions somewhat, customized to meet specific Stanford needs, for academic information management in 2004. An academic unit representative from each school has joined the Axess Advisory Committee, which continues to meet in order to refine and update the system. Third, the Performance Assessment for California Teachers (PACT), a summative assessment used by all STEP candidates since 2002, has been developed by the SUSE faculty in collaboration with 10 California higher education institutions of teacher education, with the input of partner schools staff, supervisors, cooperating teachers, and teacher candidates. PACT is currently approved by the California Commission on Teacher Education (CCTE) as one of the two summative assessment systems for California initial candidates and it is currently used in approximately 30% (N = 31) of all California teacher education institutions (Total N = 92). The official starting date for PACT to be used in California is scheduled July 1, 2008.

The assessment system reflects and connects to the SUSE conceptual framework that promotes "the success of all pupils," "connected work of both researchers and practitioners," "knowledge and skill developed through studying, acting, and reflecting," and "a democratic and just society." Based on state and professional standards, the STEP assessment system documents, reflects, and analyzes the candidates' proficiencies, and manages information and assessment data from programs.

Key Assessment Measures
The key assessments of the STEP Single Subject and STEP Multiple Subject have similar 10-month schedules with somewhat varied types of proficiency assessments as viewed in Table 2.2.

Single Subject Program (SSP)
Proficiency assessments through coursework:
- Literacy Case Study
- Strategies Notebook
- Adolescent Case Study
- Classroom Management Plan
- Unit Plan
- Assessment Plan
- Heterogeneous Classroom Project
- Special Needs Case Study

Proficiency assessments through clinical work:
- Assessment of Summer School Performance
- Quarterly Assessment (Fall, Winter, Spring)
- Recommendation of CT and Supervisor for Credential

Summative proficiency assessment:
- PACT
- TEP Conference Presentations
- Graduation Portfolio

Multiple Subject Program (MSP)
Proficiency assessment through coursework:
- Case Studies (Literacy and Math)
- Read Aloud/Vocabulary Lesson
- Math Mini-Lesson
- Classroom Management Plan
- Reading Portfolios ("Mini-PACT" teaching) for Becoming Literate in School (BLIS)
- Bringing Student Knowledge to Mathematics Project
- Year-round Curriculum Planning Assignment
- Assessment Assignment
- Writing Instruction and Reflection
- Reading Comprehension Instruction and Reflection
- Literacy Program Design (BLIS)
- History/Social Studies Lesson Plan Assignment
- Special Needs Case Study

Proficiency assessment through clinical work:
- Assessment of Summer School Performance
- Quarterly Assessment (Fall, Winter, Spring)
- Recommendation of Cooperating Teacher and Supervisor for Credential

Summative proficiency assessment:
- PACT
- STEP Conference Presentations

- Graduation Portfolio

As demonstrated in Table 2.1, the comprehensive assessment data and analysis of both individual candidates and programs are collected and evaluated continuously at the Transition Points throughout the program: Admission, Entry to Clinical Practice, Ongoing (Course work and Clinical Practice), Independent Student Teaching, Exit from Clinical Practice, Program Completion, and Post Graduation.

STEP admission measures include academic preparation and promise, subject matter competence, and experience with and disposition toward children/adolescents and the teaching profession. The STEP candidates must successfully meet all the assessment requirements at each Transition Point in the programs as indicated above in order to continue and complete the program. Due to the quality and competence of the STEP candidates and its vigorous programs, the graduation and completion rate of STEP candidates is 100% (N = 17) for Multiple Subject Program (MSP Annual Report, 2006-2007) and 88% (N = 74) for Single Subject Program in 2006-2007 (SSP Annual Report, 2006-2007). When a candidate does not meet expectations, the candidate will receive timely and personalized academic support and assistance from the faculty and Program Director. On rare occasions, candidates with health issues who cannot continue or complete the program are counseled to leave the program at a very early stage (during summer school). Out of the four candidates from the Single Subject Program that did not complete the program in 2006-2007, one took a leave of absence because of family issues; one was counseled to leave the program; and two had health issues were provided academic support, however, have since withdrawn from the program.

Fairness, Accuracy, and Consistency of Assessment Procedures
To ensure the accuracy and consistency of the assessments, STEP uses multiple measurements at each Transition Point throughout each program as the predictors of candidates' success. The assessment data are monitored, reviewed, and analyzed in an ongoing manner by faculty, program directors, and deans. The data collection is also triangulated from multiple sources, including candidates, school partner staff, supervisors, and faculty. For PACT, all PACT scorers are trained systematically. Teaching Events, a component of PACT, are independently scored, and 15% are randomly audited for double scoring to ensure consistency and lack of bias. Every third year, a central standardized scoring model administered by PACT consortium will check on the consistency of the training and scoring process as well as the reliability and validity of the scores.

B. Data collection, analysis, and evaluation

STEP's data collection, analysis, and evaluation occur on a continuous basis with formal data review by faculty, staff, and administrators as well as informal discussions among faculty, staff, program directors, and unit administrators with candidates and school partners.

Process and Timeline for Collecting, Summarizing, and Analyzing Data
The annual data review and evaluation cycle is as follows:

March

- The program staff and steering Committee review the data of the admission process

- The program directors conduct a systematic review of winter quarter assessments from cooperating teachers and supervisors

April & May

- STEP staff members visit schools to review progress and assess the needs of the program and partnerships

June & July

- The program directors and the director for clinical program review the exit surveys and graduate portfolios to make decisions regarding course and program changes

August

- Representatives from Santa Clara Unified and STEP review data from the summer school program for improvement in the subsequent year
- Program directors summarize the summer school data in their annual report and submit to the deans, the STEP Steering Committee, and STEP instructors

November

–The program directors conduct routine check-in meetings with cohorts and collect the candidates' perceptions regarding the coursework, clinical placement and quality of cooperating teachers and supervisors

December

- STEP staff periodically surveys graduates and employers to obtain feedback

January & February

– STEP directors, faculty, and staff review the current program design and plan for next year's implementation (IR, 2008, p.33-36).

Methods of Data Collecting and Reporting

The primary methods of data collection and reporting include:

- Surveys from current candidates are electronically managed via STEPnet, which is summarized quarterly by the STEPnet administrator in collaboration with program directors
- Check-in meetings with candidates are collected in hard copy format.
- Individual staff members report data relevant for his or her responsibilities (e.g. technology surveys by technology coordinator)
- Program directors provide annual program summary reports with analysis and data tables, charts, or graphics to the deans and these reports include admission and graduation data as well as candidates withdrawal data
- Individual faculty and doctoral candidates conduct systematic research using STEP assessment data and present and publish their research findings

Records and Procedures for Candidate Complaint and Resolutions

Interviews confirmed that, to date, STEP has not received any formal candidate complaints. However, STEP has been professionally responsive to candidates' concerns and feedback, and the STEP directors, faculty, and staff have a strong record of working flexibly to address each candidate's needs. The unit as well as STEP staff use established university procedures to address any candidate or student official complaint. They also follow university written policies, guidelines, and procedures to address candidates' issues related to the code of conduct and intolerance of drugs, sexual harassment, etc.

C. Use of data for program improvement

STEP uses its comprehensive assessment system to improve performance on multiple levels: for individual candidates, faculty members, cooperating teachers, supervisors, programs, and the unit itself.

Candidate Performance
For STEP candidates, each component of the required assessments implemented in their programs help them to grow and develop professionally and academically. The STEP graduate surveys, which analyze the alumni perceptions of their preparedness for the teaching profession with 36 indicators, clearly indicate a statistically significant improvement in 22 indicators. The other 14 indicators, though statistically non-significant, still show a steady percentage improvement over the past decade. The interviews with the current candidates, their cooperating teachers, alumni, and partner school principals provide further evidence that the candidates have benefited from the assessments, especially in "curriculum development," "working with diverse student populations," "pedagogical strategies," and "a deeper understanding and commitment" to "teach for social justice."

Faculty Performance
The STEP faculty members routinely use feedback from the assessments such as candidate evaluations for faculty and surveys of candidates, alumni, and school partners to change and revise their course instruction, curriculum, pedagogies, and/or assignments.

The cooperating teachers, who assess candidates in their student teaching, have indicated that they have learned significantly regarding content knowledge, pedagogical skills, and motivation while working with their teacher candidates. Many have said that they would adopt and use the curriculum units their teacher candidates developed for their classroom in the next year. STEP supervisors frequently use the assessment data to revise their work, support the candidate, and improve clinical placement decisions.

Program Changes
STEP directors have made a wide range of decisions and improvements based on the assessment data analysis in collaboration with faculty, staff, STEP Steering Committee, STEP Cabinet, Advisory Council, and Council of Partner Schools. The changes and improvements have been continuously and systematically made for curricular, faculty instructional and clinical assignments, in both the Single Subject and Multiple Subject programs.

Unit Changes
At the unit level, the deans and the Advisory Council have used STEP assessment data and analytical reports to approve the program changes recommended by STEP and to make hiring and budgetary decisions. The vigorous improvement of STEP based on data driven assessment and innovation, has brought the research on teacher education to a new and more productive level within the unit. The dean has used the data and analysis to conduct and attract more fellowship funding and grants for STEP as well as SUSE. However, the focus of data assessments and improvements have been foremost and primarily at the program level with little attention paid to unit operations on STEP.

Outcomes of Data-driven changes
Based on the 2005-2006 and 2006-2007 Score Reports by the PACT consortium, the mean scores of STEP graduates outperformed the mean scores of graduates of all other state institutions overall as well as in each of the sub-categories (plan, instruct, assess, reflect, and academic language).

Limited data has been collected with regard to governance, planning, budget, personnel, facilities, services and procedures and in STEP that responsibility has been delegated to STEP. Although STEP has collected limited data related to STEP operations, no one in the unit has analyzed that data or made recommendations based upon that data.

Sharing Assessment Data
STEP shares its program level assessment data with stakeholders on multiple levels as well: with the candidates and with the faculty and staff through the Steering Committee, and with the committee of area chairs. An annual June conference provides updates to administrators and teachers of clinical sites and other associate community members. The STEP and SUSE websites make other program and unit information accessible to the public. In addition, the faculty and doctoral students disseminate their STEP related scholarly research at national and international conferences and publications.

Overall Assessment of Standard

The unit has delegated to STEP the responsibility for collecting program relevant assessment data. STEP has a comprehensive and effective assessment system with multiple measures that is consistent with its conceptual framework as well as its practices. The programs collect and analyze data on application qualifications, candidates and graduate performance, and drive the operation and improvement of its Single Subject and Multiple Subject programs in all aspects from candidate learning to the program design and redesign. The assessment system illustrates and documents that STEP is highly successful in meeting program goals and objectives. At the same time, it provides data to show the continuous growth of professional proficiencies and success of the candidates and graduates in the programs and beyond. There is limited data evidence apparent to the extent of the unit data assessment and data based unit improvements in the IR and in the supporting documents provided to the NCATE review team. Although the program collects data on several elements of unit operations and that data is aggregated, no evidence was provided that the data is utilized to modify or improve unit operations.

Recommendation: Met

Areas for Improvement:

New: The assessment of unit operations are aggregated, but are not utilized for systematic analysis and improvement at the unit level.

Rationale:
Although the unit has delegated the assessment of unit operation to STEP, there was no evidence presented for the use of assessment data for systematic analysis and improvement at the unit level regarding governance, planning, budget personnel, facilities, services, and procedures such as advising, admission, and resources that support the unit's mission in preparing candidates.

Corrected: The unit's assessment plan does not include timeline for continuing aggregation and analysis of data (Standard 2, cited by UAV, 2002).

Rationale:
The unit's assessment plan (STEP) included a specific schedule for summarizing, reporting and analyzing data for continuing program development and improvement.

State Team Decision: Standard is Met

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Level: Initial

A. Collaboration between unit and school partners

STEP uses a purposeful, thoughtful, approach that relies heavily on candidate, cooperating teacher and faculty supervisor feedback in the design, delivery and evaluation of STEP's multiple subject and single subject programs.

STEP collaborates with the Council of Partner Schools which meets monthly. Representatives from STEP and the partner schools work together to recruit, develop and retain teachers, improve teaching and learning while examining organizational structures. STEP shares updates in progress and reviews feedback on clinical experience. Information is gathered about the current initiatives in schools. Members also have the opportunity to visit each others schools. Over one half of the single subject candidates are placed in partner schools. STEP has not yet established a similar council for the elementary level however, STEP has a close relationship with the Santa Clara school district where many elementary candidates are placed through STEP's Director of Clinical Work.

The unit's STEP directors and directors of clinical work make and coordinate all field placements. STEP maintains a relationship with the Santa Clara school district where two summer school programs provide approximately five weeks of early field experiences for both multiple subject and single subject candidates. The summer school programs offer candidates the opportunity for exposure to a variety of ages and students. It is the first opportunity candidates have to see pedagogy in action.

STEP also maintains a relationship with the local elementary, middle and high schools. Candidates are placed with a cooperating teacher when they begin a 9 month clinical practice. Candidates are matched by shared interest with cooperating teachers from a pool who have been previously selected based on the following criteria:

- Direct first hand knowledge of classrooms and teaching practices shows that they support and are consistent with STEP's conceptual framework
- Input from school administrators
- Evidence that the teacher is able to provide support and guidance as an experienced practitioner who models effective teaching practices and provides targeted feedback.

The STEP Director of Clinical Work visits and makes a formal observation in the classroom of perspective cooperating teachers. These observations are reviewed by STEP faculty and administrators to determine a good alignment with STEP philosophy and standards.

STEP provides orientation workshops for new and returning cooperating teachers. This addition came about based on feedback from cooperating teachers. STEP also hosts a Fall Kickoff which is attended by STEP administrators, university supervisors, curriculum and instruction instructors, candidates and cooperating teachers. Participants are given an overview of STEP and a description of the curriculum. Course materials are available for cooperating teachers. A Winter Kickoff of the same format occurs in January for cooperating teachers who work with Multiple Subject candidates. Meeting minutes indicate not all cooperating teachers or faculty supervisors attended these kickoffs. Cooperating teachers also receive a copy of the Cooperating Teacher Handbook which provides information regarding expectations and STEP philosophy, guidelines for working with candidates and timelines. Cooperating teachers are able to receive guidance on completion of Quarterly Assessment by supervisors in a "as needed basis".

The Stanford for Teachers program provides tuition for continuing studies courses at Stanford for cooperating teachers as well as STEP alumni, supervisors and all faculties at STEP's partner schools. Cooperating teachers also receive a card which allows use of Stanford's library and recreational facilities.

Professional development is also provided by STEP faculty, directors and clinical associates at placement schools. Collaboration between STEP's faculty and teachers at placement schools also occurs. Typically this is based on a need expressed by the school to the STEP faculty.

Stanford also offers a support group for National Board Certification candidates and encourages cooperating teachers to pursue board certification. Cooperating teacher's also receive an honorarium.

Feedback which ultimately effects affects the design, delivery and evaluation of the unit's field and clinical experiences occurs in a variety of ways:

- The Council of Partner Schools
- Lunchtime visits to placement sites
- Field Placement administrators who hire STEP graduates are invited to complete employer surveys
- University supervisors serve as liaisons between STEP and placement sites
- Three way meetings with supervisors, cooperating teachers and candidates

One continuing theme throughout conversations with candidates, alumni, cooperating teachers, faculty supervisors and administrators was the ease and ability to communicate with STEP faculty, and administrators at any time. All parties believed that their concerns were heard, valued and acted upon. Many examples were given of specific program changes that occurred due to feedback given by these groups.

B. Design, implementation, and evaluation of field experiences and clinical practice

Overview

The field experience and clinical practice design of STEP exemplify the statement, "…Learning to teach involves learning about practice in practice." STEP is a post baccalaureate program for perspective elementary and secondary teachers. It consists of one full year (12 months) of clinical practice and leads to a Master of Arts in Education and a California Preliminary Multiple Subject or Single Subject Teaching credential.

Candidates follow the time line in the table below:

Summer	Single Subject Multi-Subject	5 week field experience (Placement 1) at Santa Clara School District	~100 hours
August or September	Single Subject (through June)	12 month clinical experience (Placement 2) at a local high school*	~720 hours
	Multi-Subject (through December)	(Placement 2) at local elementary or middle school	~300 hours
January	Multi-Subject (through June)	(Placement 3) at another local elementary or middle school working with students at a different grade level than Placement 2	~288-360 hours

**If candidates complete 12 month placement in middle school they also complete 4-6 week high school placement*

The Relationship of Field and Clinical Experience to STEP's Conceptual Framework

STEP candidates attend clinical practice about 20 hours per week. Typically most spend the morning, Monday through Thursday at the field placement, and return to the university in the afternoons and on Fridays for classes. The design allows candidates to learn about effective teaching while immersed in it. Candidates are able to observe, plan and practice various approaches while receiving support and targeted feedback from supervisors and cooperating teachers. A "graduated responsibility" model is employed where candidates increase ownership of planning, instruction and assessment in the placement. The placement culminates in independent student teaching. Independent student teaching consists of two full weeks of full days for multiple subject candidates. Single subject candidates' field placement consists of two class periods. In one, they assume independent student teaching for a six week period. In the other class period the candidate serves in the capacity of co-teacher.

While in clinical placement candidates receive feedback in a variety of ways. The candidates are able to reflect and receive feedback in small supervising groups that meet weekly with a university supervisor based on a particular subject area. Cooperating teachers provide informal feedback daily. Feedback is received through formal and informal observations, individual

meetings with candidates and quarterly assessments made by cooperating teachers and STEP supervisors.

During an observation the following feedback cycle occurs:

- Candidate submits lesson plan to supervisor
- Supervisor and candidate discuss lesson plan
- Supervisor observes candidate's classroom performance and provide written feedback to candidate
- Supervisor and candidate hold debriefing meeting
- Candidate writes reflection
- Supervisor reads and responds to reflection, may ask for rewrite or addendum if necessary
- STEP directors read reflections to assess progress of candidates
- Observation cycle complete

Technology in Field Experience

After completing a field placement survey, candidates receive individualized support based on needs from STEP's technology coordinator. All clinical placement sites do not have the same technology available for candidate use, therefore STEP makes technology equipment available for candidates to check out and use at schools. Cooperating teachers and administrators believed candidates to be proficient in technology use to the extent available to them and shared the belief that as technology was available STEP candidates would also be able to adequately use the technology.

STEP candidates are often described as highly self motivated learners by cooperating teachers, administrators, and supervisors. Because they are reflective in nature they are typically aware of their own areas for growth and strive to gain new knowledge or support to improve these areas. Many learn at a rapid rate and quickly reach the application level of necessary skills.

Criteria for the Selection of Clinical Based School Faculty

STEP relies on cooperating teachers who have expertise and experience to model effective classroom practice and to be effective mentors, who provide targeted feedback to candidates.

STEP selects cooperating teachers from a pool of teachers who have expressed a desire to be cooperating teachers. STEP faculty and supervisors use an observation protocol when visiting the classrooms of cooperating teachers. They look for evidence that the teacher's classroom practices are consistent with STEP framework. After making observations STEP directors and school administrators confer for formal selection. All cooperating teachers are credentialed in their field of practice and most hold masters degrees. Many have earned National Board certification.

Preparation and Professional Development of Clinical Faculty

All supervising faculty and cooperating teachers are invited to attend an orientation workshop over the summer which lasts four days, as well as day long Fall and Winter kickoff workshops. Agendas of these events were available. Not all cooperating teachers or supervisors attended each event and preparation and professional development are variable. STEP is currently looking toward improvement in this area. All supervisors meet two times per month with STEP Clinical Directors. Support provided by STEP was described as ongoing by supervisors. Supervisors can go to the Clinical Director or any STEP staff at any time with regard to questions or to request support. All supervisors are accredited in the field they supervise, and are veteran classroom teachers. Most supervisors had a minimum of five years classroom teaching experience.

Regular and Continuous Support of Candidates by Clinical Faculty

Candidates are assessed at various points throughout their clinical experience, the first occurs after the Summer School placement. Cooperating teachers complete written commentary about candidates' performance on the Assessment of Field Placement Experience and Participation. STEP staff and faculty use this information to identify strengths and weaknesses or concerns for candidates that need to be addressed in the clinical placements or course work.

At least nine formal assessments which use a standards based rating system are completed during the clinical placement for each candidate. Candidates are assessed on the level of acquisition, of each standard and its indicators on a scale with the following rating categories: Insufficient evidence; Beginning (Novice); Developing Proficiency (Apprentice) Proficient (Independent Practitioner); Highly Proficient (Effective Practitioner); and Skillful (Expert Practitioner). At least one formal lesson is videotaped by a supervisor. A formal procedure guides the videotaped observation. Candidates are also informally observed. Three formal assessments called quarterly assessments are completed by cooperating teachers, candidates and university supervisors in December, March and June, which requires written evidence that supports the rating each candidate receives on each standard. Candidates are expected to be at a proficient level of performance on all standards at the end of the clinical practice. In the event that a candidate is not proficient the clinical practice or student teaching experience is extended.

STEP strives to ensure that all candidates are provided with support that is content specific and individualized to their needs. Candidates are also clustered in groups ranging from three to eleven at placement sites, which contributes to a sense of community and support among candidates. This is evidenced by alumni's desire to continue supervisory groups and the admission that many remain in contact after graduation.

STEP alumni are also able to take advantage of tuition free Stanford Continuing Studies Classes through the collaboration of Stanford Continuing Studies Program (SCSP) and Teachers for a New Era (TNE). Invitations are also issued to the Stanford Summer Teaching Institute.

C. Candidates' development and demonstration of knowledge, skills, and dispositions to help all students learn

All candidates are eligible for clinical practice. On average, approximately 70 single subject candidates and 12 multiple subject candidates are eligible for clinical practice each year and all but 1 or 2 successfully complete the program.

Criteria for Clinical practice are clearly stated in the Student Handbook. After successful completion of testing requirements, being certified in CPR, passing a test over the U.S. Constitution, completing subject matter requirements, and a formal testament from the university supervisor and cooperating teacher a decision is made in combination by the candidate, supervisor and cooperating teacher that the candidate is ready to begin independent student teaching where they assume full responsibility for planning instruction assessment and communication with families. This recommendation is given by the director of clinical work and the elementary and secondary director.

Candidates are able to reflect and receive feedback in small support groups and at the end of each formal and informal observation when the candidates must write a reflection.

Overall Assessment of Standard

The unit together with its school partners designs, delivers, and evaluates field experiences and clinical placements for candidates which reflect the unit's conceptual framework. Candidates have field experiences with accomplished school professionals whose selection is based on formal observation and set criteria. The field experience allows candidates to develop and become proficient in the skills outlined in the unit's standards. Candidates learn about practice in practice through the guidance of accomplished cooperating teachers and unit supervisors, who model effective teaching practices as well as provide feedback. Field experience occurs in highly diverse settings and an emphasis is placed on meeting the needs of diverse learners through a variety of teaching practice including the use of technology. Entry and exit criteria for field placement exist and are clearly communicated in the Student Handbook. Candidates are assessed by school and unit faculty at key points throughout the clinical placement based on unit standards and principals of the unit's conceptual framework. Information gathered from assessment allows clinical faculty to address individualized candidate's performance and skills. Candidates have multiple opportunities for feedback and reflection on practice. Field experiences produce proficient candidates who are able to teach and choose to teach diverse groups of students.

Recommendation: Met

Areas for Improvement: None

State Team Decision: Standard is Met

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Level: Initial

Findings:
The Stanford Teacher Education Program (STEP) infuses multiple facets of diversity through all coursework, field experiences and clinical practice. The strong commitment to diversity is addressed through attention to equity, democracy and social justice. The Conceptual Framework identifies the primary goal of STEP to prepare teachers who can create equitable classrooms and schools in which all learners, including those who are culturally and linguistically diverse, to meet high intellectual, academic, and social standards.

A. Design, implementation, and evaluation of curriculum and experiences
Coursework offered to both single subject and multiple subject candidates, is content-based and context-responsive. STEP's emphasis on learning to teach for social justice and to create equitable classrooms permeates its curriculum, receiving focused attention on social issues, equity, democratic practices and anti-bias principles. These practices and beliefs are demonstrated especially in the following courses: ED167: Educating for Equity and Democracy; ED388A: Language Policies and Practices; ED285X: Elementary Teaching Seminar; ED285X: Supporting Students with Special Needs; and ED246: Secondary Teaching Seminar. ED284 - Teaching and Learning in Heterogeneous Classrooms. Candidates examine the social systems of society, school, and classrooms with the purpose of designing pedagogical interventions that counteract educational inequities. Examples of the development of knowledge, dispositions and skills related to diversity include the following:

- Case studies of students from various backgrounds with various needs identifying that all students can learn;
- Lesson planning, instruction and reflections which help candidates confront their own biases, acknowledge different perspectives and frames of reference;
- Knowledge of the protections afforded through the California legislature to ensure educational equity for all children;
- Curriculum and Instruction courses providing knowledge in various content areas
- Development of assessments that allow students to demonstrate their knowledge and understanding in multiple formats

Candidates receive support to build on these skills throughout the program in coursework and field experiences that enable them to directly apply theory to practice. In interviews, candidates remarked that what was learned in class one day was able to be applied in the field the next day. They acquire strategies to access students' prior knowledge, experience, ability and interests as they plan academic instruction and how to differentiate the instructional strategies to meet individual needs.

Fieldwork experiences are ongoing throughout the year and in are tandem with coursework. Placements are made in schools which reflect the diversity found in California's schools and allow candidates to have multiple opportunities to apply theory as they carry out instruction which builds on students' strengths yet takes into account issues related to ethnicity, language and needs. They also work side by side with experienced cooperating teachers who are knowledgeable and committed to the academic success of their students as well as the growth of a teacher candidate.

Assessment is a key component of STEP which allows candidates continuing opportunities to reflect on their professional growth and development. Candidates are evaluated on standards-based assessments aligned with national, state, and institutional standards, including the California Standards for the Teaching Profession (CSTPs), the Teaching Performance Expectations (TPEs), and the subject specific national and state curricular standards. They participate in multiple formative assessments culminating a major summative assessment for candidates known as the Performance Assessment for California Teachers (PACT). Assessment samples used for PACT are developed into a personal professional portfolio. The chart below provides a portion of the key assessments for both single subject and multiple subject candidates:

Table 2.2

Key Assessments for Single Subject Candidates		
	Coursework	Clinical Work
August	Literacies Case Study & Strategies Notebook	Assessment of Summer School Performance
December	Adolescent Case Study Classroom Management Plan	Fall Quarterly Assessment
March	Unit Plan Assessment Plan Heterogeneous Classrooms Project	Winter Quarterly Assessment Advancement to Independent Student Teaching
May	STEP Exhibition	
June	Special Needs Case Study	Spring Quarterly Assessment Recommendation of CT and Supervisor for Credential
June	Performance Assessment for California Teachers (PACT); STEP Conference Presentations; Graduation Portfolio	

Key Assessments for Multiple Subject Candidates		
	Coursework	Clinical Work
August	Case Studies (Literacy and Math) Read Aloud/Vocabulary Lesson Math mini-lesson	Assessment of Summer School Performance
December	- Classroom Management Plan - Reading Portfolios ("Mini-PACT" teaching) for Becoming Literate in School (BLIS) - Bringing Student Knowledge to Mathematics Project Year-round curriculum planning assignment (Seminar)	Fall Quarterly Assessment
March	Assessment Assignment (rubric) Writing Instruction and Reflection; Reading Comprehension Instruction and Reflection; and Literacy Program Design (BLIS)	Winter Quarterly Assessment
April/May	History/Social Studies lesson plan assignment Special Needs Case Study	Independent Student Teaching
April	Performance Assessment for California Teachers (PACT)	
June		Spring Quarterly Assessment; Recommendation of CT and Supervisor for Credential
June	Graduation Portfolio STEP Conference Presentations	

During the STEP year, candidates have multiple opportunities to demonstrate these professional dispositions in both coursework and field work. Candidates learn how to assess student learning, to set appropriately rigorous learning goals, and provide multiple ways for students to reach those goals.

B. Experiences working with diverse faculty

Stanford University has a long history of promoting diversity among faculty and staff. The goal of SUSE is to ensure there is increased diversity in faculty, candidates and students in field experiences that is reflective of California's current demographics. Over the past five years, STEP has implemented an endeavor, known as the Faculty Development Initiative, to appoint the best scholars in the nation. Through this search, faculty are sought whose research focuses on the study of ethnicity and race and who demonstrate a commitment to equity and fairness in their published works and presentations at state and national levels. STEP also attends American Council for Education (ACE) to make connections with candidates whose commitment to equity is evident and similar in philosophy to STEP's. With the addition of two new faculty positions and recent retirements, presently half of the STEP faculty are persons of color. A new program, called "Improving K-12 Education – A Multidisciplinary Initiative at Stanford" will also provide grants and fellowships to help bring distinguished faculty and talented graduate students to the School of Education. Candidates seek out STEP primarily due to the reputation of the faculty and their commitment to equity and social justice.

The table below shows a comparison percentage of professional education faculty to school-based faculty from different ethnic and racial groups.

Table 4.1 - Faculty Demographics

	Prof. Ed. Faculty in Initial Teacher Preparation Programs 2006-2007		**All Faculty in the School of Education 2007-2008**	
	Number	(%)	Number	(%)
American Indian /Alaskan Native	1	7.0 %	1	2%
Asian or Pacific Islander	2	14.3 %	4	9 %
Black, non-Hispanic	3	21.4 %	5	11%
Hispanic	2	14.3 %	2	4%
White, non-Hispanic	6	42.9 %	33	72%
Two or more races	0		1	2 %
Total	14	100%	46	100%

The organizational structure of STEP provides teacher candidates opportunities to access and interact regularly with faculty from diverse backgrounds. The program schedule has four days per week to interact with various faculty. Candidates report that faculty make themselves available through email or direct contact.

C. Experiences working with diverse candidates

STEP actively recruits teacher candidates as well as faculty. This is done by distributing application materials through institutions of higher education with significant numbers of students with color. Representatives from STEP attend the Institute for the Recruitment of Teachers which further identifies undergraduates of color who show high academic promise. STEP also employs a part-time outreach coordinator who organizes recruitment efforts and meets personally with interested candidates. Many current candidates indicated they learned about STEP through web searches.

STEP's budget reflects SUSE's commitment to professional education and the priority it places on the quality of instruction for its teacher candidates. For the 2006-2007 academic year, from the total of SUSE's operating budget across doctoral programs, other masters programs, and budgets for undergraduate education and research, over $3 million was allocated to support the professional preparation of teachers. Fellowship support for STEP candidates has also increased to over $600,000. However, most recently Stanford University has established the $20 million Avery Stanford Loan Forgiveness Program to encourage talented individuals to become K-12 teachers. One half of the money for this program came from a generous donation, while the other half came from commitment towards education from the Stanford University President. This program significantly reduces the financial burden for eligible STEP graduates who remain in the teaching profession for at least four years.

Table 4.3
Candidate Demographics for 2007-2008

	Candidates in Initial Teacher Preparation Programs		**Undergraduate students at Stanford**		**Graduate students at Stanford**		**Demographics of Geographical Area Served by Institution**	
	Number	(%)	N	(%)	N	(%)	N	(%)
American Indian or Alaskan Native	3	3%	156	2%	54	1%		.3%
Asian or Pacific Islander	19	21%	1613	24%	1029	13%		22.2%
Black, non-Hispanic	3	3%	635	9%	236	3 %		6.7%
Hispanic	12	13%	775	11%	405	5%		21.2%
White, non-Hispanic	48	53%	2821	42%	2849	35%		46.4%
Two or more races	1	1%		--		--		2.6%
International	3	3%	425	6%	2728	33%		n/a
Other	2	2%		--		--		.5%
Decline to State	--		233	3%	162	2%		--
Race/ethnicity unknown	--		101	1%	723	9%		--
Total	90		6759		8186			100%
Female	63	70%	3313	49%	2932	36%		50.3%
Male	27	30%	3446	51%	5254	64%		49.7%
Total	90		6759		8186			100%

D. Experiences working with diverse students in P-12 schools

SUSE works hard to establish relationships with P-12 schools where the diversity within the school population represents the diversity in Santa Clara county public schools. In the past decade, Santa Clara public schools have grown approximately 2.9%. This growth is reflected in an increase in Hispanic and Asian students, and a decrease in the percentage of White and African-American populations. The table below reflects percentages of students at the various school sites used for both secondary and multiple subject credential candidates who are socio-economically disadvantaged, English Language learners and/or ethnic minority.

Table 4.4 - Demographics of P-12 Students in STEP Clinical Sites for 2007-08

School	American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Black, non-Hispanic	Hispanic	White, non-Hispanic	Unknown	ELL	Free/ reduced price lunch
Aragon HS	0.5	24.3	5.4	3.7	2.2	20.6	41.5	1.7	7.5	4.9
Downtown College Prep	0.2	0.5	0.5	0.5	0.7	94.5	2.7	0.2	31.3	63.8
East Palo Alto Academy HS		1	7		20	70	<1	<1	55	90
Eastside College Prep HS		10			43	47			67	70
Fremont HS	0.5	17.6	1	12.6	4.7	36.6	26.9	0.1	21.9	16.9
Gunn HS	0.1	33.6	0.4	0.8	1.7	5	50	8.5	7.2	4.2
Hillsdale HS	0.2	13.7	2.9	3.6	4.6	23.9	48.1	3	11.1	11.4
James Lick HS	0.5	7.4	0.1	4.1	2.1	77.1	8.3	0.4	24.3	41.9
June Jordan HS	1.1	11.6	1.3	4.9	28	27.5	5.7	19.9	10.2	48.2
Los Altos HS	0.2	15.8	1.1	2.5	3.5	22.7	49.8	4.4	7.9	12.8
Mission HS	0.2	20.5	1	4.9	14.4	42	6.4	10.6	43.9	60
Mountain View HS	0.4	15.7	0.8	3.1	2.3	14.3	52.1	11.3	4.5	8.4
Santa Clara HS	0.8	15.3	0.7	9.3	5.4	28.3	36.4	3.7	15.2	25.2
Sequoia HS	0.4	2	2.7	1.2	2.5	61.3	25.5	4.3	31.3	49.1
South San Francisco HS	0.3	11.6	4.4	21.1	4.9	43.4	13.5	0.9	8.6	31.8
Summit Preparatory Charter HS	0.3	6.4	0.6	1.7	3.4	31.3	55.3	1.1	19.1	17.6
Wilcox HS	0.4	22	1.3	7.9	4.4	29.4	32.4	2.2	16.4	35.2
Woodside HS	0.3	2.5	3.3	1.1	5.7	45.7	39.3	16.7	16.7	34.7
Adelante Spanish Immersion ES	0.2	1.1	0.6	0.9	1.5	77.4	17.8	0.4	38.3	47.1
Barron Park ES	0.3	17.3		1.3	3.8	26.3	40	10.5	25.7	25.1
Castro ES	0.4	7.2	0.4	1.1	1.5	54.7	31.4	3.2	59.2	53
Landels ES	0.6	8.9	0.2	5.1	4.3	49	28	3.9	53.1	54.1
Ponderosa ES	0.4	34.7	0.8	2.2	2.2	22.4	24.8	12.5	46	31.2
Scott Lane ES	0.9	14.2	0.9	3.5	3.1	68.1	8.4	0.9	61.4	78

Overall Assessment of Standard

Diversity permeates STEP through attention to social justice and equity. Infused in all experiences, knowledge, curriculum and clinical field experiences are opportunities for candidates teach California's diverse students and to help them be successful.

Recommendation: Met

Areas for Improvement: None

State Team Decision: Standard is Met

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Level: (Initial)

The Stanford University School of Education observes highly competitive standards in filling professorial positions. Table 5.1 in the IR identifies 18 faculty who are directly involved in instruction and/or leadership in STEP. Of these, 12 are professors, two are associate professors and four are assistant professors. All have doctorates and each has an outstanding record as a scholar-researcher in a specialization area. Teaching assignments are directly related to faculty areas of expertise. Of the three Clinical Associates, two have Ph.D's and the third has a master's degree and extensive experience in schools as a teacher and curriculum coordinator. Two postdoctoral fellows not only have completed doctorates but also have extensive experience as teachers and project leaders in their areas of specialization. Both are NBPTS board certified in Adolescence and Young Adulthood/English Language Arts. Of the seven lecturers, two have doctorates and extensive school as well as teacher education experience. The remaining five lecturers have strong records as teachers and school administrators in areas relevant to their assignments in STEP.

Table 5.3 in the IR identifies 19 others professionals who serve primarily in supervision roles. Identified P-12 experience and areas of certification indicate that all are certified and supervising in the area of their certification. Most of the supervisors are retired educators with extensive teaching and leadership experience in the schools and familiarity with the schools that are placement sites for STEP student teachers. STEP has a systematic process for identifying cooperating teachers – selecting from among former STEP candidates with at least three years of experience and the commitment to working with beginning teachers and identifying other experienced teachers through peer and administrator recommendations in consort with a selection process that includes interviews and classroom observations. Cooperating teachers must be licensed in the areas in which they teach.

A commitment to modeling best practices in teaching is foundational in STEP in both the on-campus courses and in the schools through the selection of cooperating teachers with recognized shared commitments to responsive teaching. Higher education faculty and professional staff are specialists in the areas they teach and syllabi reflect that candidates read current research and practice literature in their courses. The conceptual framework emphasizes the importance of learning from practice and instructors regularly use relevant artifacts from practice such as video clips, samples of student work, written and media cases, and instructional modeling to emphasize the application of theories to practice. In their courses, candidates experience a variety of approaches like organizing group work, introducing complex problems, facilitating discussions, differentiating assignments for different learners based on formative assessment information,

designing experiential learning activities, and implementing strategies for language and literacy development across content areas. Candidates have assignments that require them to relate course work to their field experiences and those experiences are the basis for revisiting issues of practice back in the university class. Candidates in focus group interviews praised the extent to which faculty/instructors would model approaches and lead the analyses of those simulations to build nuanced understanding and the consideration of adaptation to different contexts and with diverse learners. Candidates have multiple assignments across courses that require them to bring in samples of student work and video samples of their teaching, which nurtures the commitment to reflective analysis and builds the professional learning community. Candidate reflection is further supported throughout the assessments used during field experiences.

Candidates have required courses in the programs that focus on issues of social and ethnic diversity, language development and language diversity, and special education. Syllabi include and faculty discussed examples of assignments in those courses that have the students apply through different types of case studies and learner-analysis tasks the concepts being learned in these courses. Candidates in focus group interviews affirmed that they were regularly encouraged in those courses as well as in their curriculum and instruction courses to attend to issues of diversity and social justice in their thinking about teaching and in their instruction in their schools. There was also attention to learner-centered instruction and responding to the needs of different learners in the seminars that accompany student teaching throughout the year. Although candidates have no required course in technology, faculty/instructors and candidates identified a wide variety of ways that learning about and learning to incorporate technology in their teaching was addressed in the program. These included formal sessions as part of the orientation session as well as volunteer workshops on specific topics throughout the year. Syllabi (supported by candidate and cooperating teacher comments) indicate that faculty incorporate technology in their teaching and provide demonstrations of selecting software such as Probeware in science and Geometer's Sketchpad in mathematics in their classes. Candidates have many opportunities to collect, edit, and analyze video samples from their own classrooms as part of classroom instruction and in the assessment process. Some candidates take an elective course in technology offered in the spring quarter. Candidates' ability to implement their understanding and use of technology in their teaching is constrained for at least some candidates by limited resources in their placement sites.

The review of student evaluations of faculty teaching show that candidates consistently evaluate the teaching of faculty and professional staff as proficient. Candidates in focus groups also spoke very positively about the quality and commitment of faculty to their teaching and to supporting the candidates in their growth as teachers. They noted that faculty and professional staff were very accessible and prompt in responding to questions and concerns and very helpful in those responses. Candidates feel comfortable in seeking assistance from their peers as well as from the faculty and professional staff in the program.

Self-assessment of their teaching is a prominent part of faculty work in STEP. Faculty and professional staff teaching particular courses or course clusters meet regularly – for some, every week – to review the progress of the class and to discuss needed revisions or adaptations. Candidates are asked for feedback on courses and the program at the end of each quarter and that feedback is shared among relevant program faculty and professional staff. Faculty and

professional staff have the student evaluations of their teaching reviewed by the dean and by the program directors as part of the annual evaluation process and strong teaching is an expectation for all faculty. The extensive modeling in classes provides another forum for faculty to get feedback on and engage in the careful assessment of their teaching.

Faculty and professional staff in STEP publish widely in first-line scholarly journals that emphasize research and theory and often in related journals that are aimed at school-based or teacher education practitioners. They have impressive records in authored and edited book publication and in the publication of chapters that appear in major handbooks as well as edited books on teaching, teacher education, student learning and reasoning, curriculum and curriculum issues, and diversity and meeting social justice goals. Most faculty are engaged in funded research and/or development grants that address issues and problems in teaching, learning, curriculum, and teacher education. These faculty are widely recognized as leaders in the field of education.

STEP faculty and professional staff are well-known in their fields and have important roles in many professional organizations as well as on campus committees. Faculty have held presidencies of major organizations such as NCRLL and AERA and they are members of editorial boards or have been editors for major journals in the field. They hold a variety of other positions, both elected and appointed, with different professional boards and associations. Providing leadership in the profession is an expectation for the unit and these faculty demonstrate that they more than meet those expectations. Faculty and professional staff also have an array of involvements and service in the P-12 schools. They have done things like: directed a writing project that created writing centers in local schools that used undergraduate tutors, offered summer school programs on game design for teachers in a school district, conducted in-service workshops for high school teachers in different subject areas, sponsored the development and operation of a local public charter school, consulted with districts on curriculum reform in different subject areas, and participated in school district strategic planning committees. Tables 5.1, 5.2, and 5.3 show that each faculty and professional staff member is engaged in some kind of meaningful P-12 service on a regular basis.

Collaboration between P-12 faculty and STEP faculty and professional staff occurs regularly. Such collaboration is fundamental to basic STEP operations. Cooperating teachers and school administrators in collaborating schools are regularly consulted about program operations and issues. Many faculty have research projects that include teachers as collaborators and/or project personnel. For example, the development of the PACT assessment system, while led by STEP faculty, included cooperating teachers as members of the development and pilot testing teams. STEP holds a range of orientation and program meetings throughout the year that involve teachers from the schools as co-leaders as well as participants. Faculty, candidates and cooperating teachers commented in focus groups about the importance of that collaboration in being responsive to the needs of individual candidates, in determining and/or revising the topics and content in particular courses, in revising aspects of scheduling and program procedures, and in carrying out the formative and summative assessment of candidates and the program, include participation in the culminating teaching event and portfolio review.

Faculty review occurs on an annual basis. Tenure stream faculty submit a dossier including a summary report of accomplishments in teaching, scholarship, grants, and service to the dean. The dean and an associate dean independently review each dossier, rate performance in each area, and develop an aggregate rating. They review that rating and further discuss any case where there is a difference in the final rating. The dean reviews teaching evaluations for all faculty at the end of each quarter and recognizes faculty with outstanding reports and meets with any faculty having a report that was less than strong to discuss circumstances and action plans for improvement. There are few of these cases, but when they occur the dean works directly with the faculty member, irrespective of rank, to determine an action plan that would lead to the improvement of teaching performance. A similar process occurs with respect to a faculty member's profile in scholarship and grant activity. In addition, the dean meets annually with each assistant professor for a more detailed, personal review that provides the faculty member with a perspective on the progress toward promotion and tenure. A review of selected samples for an assistant professor and two professors supported the belief that these faculty are in general highly successful as scholars and teachers. Their consistent work in service was already discussed above. Each of the dossiers reviewed also indicated that faculty were active and successful in grant proposal writing.

For non-tenure stream faculty, annual evaluations are conducted by STEP program directors. These faculty provide a dossier that includes their description and self-assessment of their essential functions. Examination of three such review reports indicated that professional staff were quite thorough in describing their responsibilities and assessing their accomplishments and that the program directors provided clear feedback to these staff regarding their performance.

Professional development is supported for faculty and professional staff in a variety of ways. When issues are identified through the annual review process or other means, the dean or program coordinator works with the individual to identify an action plan and the resources on campus to address that plan. These include access to the services of a teaching improvement center on campus as well as peer support, depending on the circumstances. Faculty and professional staff are well supported for participation in professional meetings and workshops. The office of Information Technology offers a variety of workshops to support faculty's use of technology as an instructional tool. Each assistant professor has an assigned mentor, a senior faculty member, who supports the assistant professor in professional growth and development. STEP itself offers a range of professional development/support activities that are available to faculty and professional staff. These include monthly meetings of supervisors and day-long workshops on the program and program priorities that are held at the beginning of each quarter. Cooperating teachers have access to a wide range of continuing education courses, workshops, and institutes on campus free of charge as another means by which the unit supports the professional development of STEP personnel.

Overall Assessment: This unit has an outstanding faculty and provides a wide range of support and professional development opportunities to sustain high levels of performance.

Recommendation: Met

Areas for Improvement: None

State Team Decision: Standard is Met

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Level: (Initial)

A. Unit leadership and authority

The Stanford University School of Education (SUSE) is the unit responsible for the Stanford Teacher Education Program (STEP) and the Dean of the School of Education, Deborah Stipek is the head of the unit. The University has a rather flat organizational structure and this results in much of the responsibility for the day to day operation of the program that prepares teacher candidates and the implementation of the system vested in the two program directors and their supporting staff. Dr. Rachel Lotan is the Director of the STEP secondary (single subject credential) program and Dr. Ira Lit is the director of the STEP elementary (multiple subject credential) program. Professors Lotan and Lit are members of the university's academic council. Ruth Ann Costanzo, an exempt staff member, serves as director of clinical work K-12. The two program directors and the director for clinical work are fully participating members of the SUSE community, and their collegial relationship sets an expectation of collaborative shared work.

The organization of the unit is embedded in Figure 6-1 that is delineated below with the shaded areas representing the portion of the School that also serves as the administrative structure for the unit. The unit responsibilities are delineated in Table 6-1.

Figure 6-1
Organization Structure of the Stanford University School of Education
Relevant to the Unit for Teacher Education

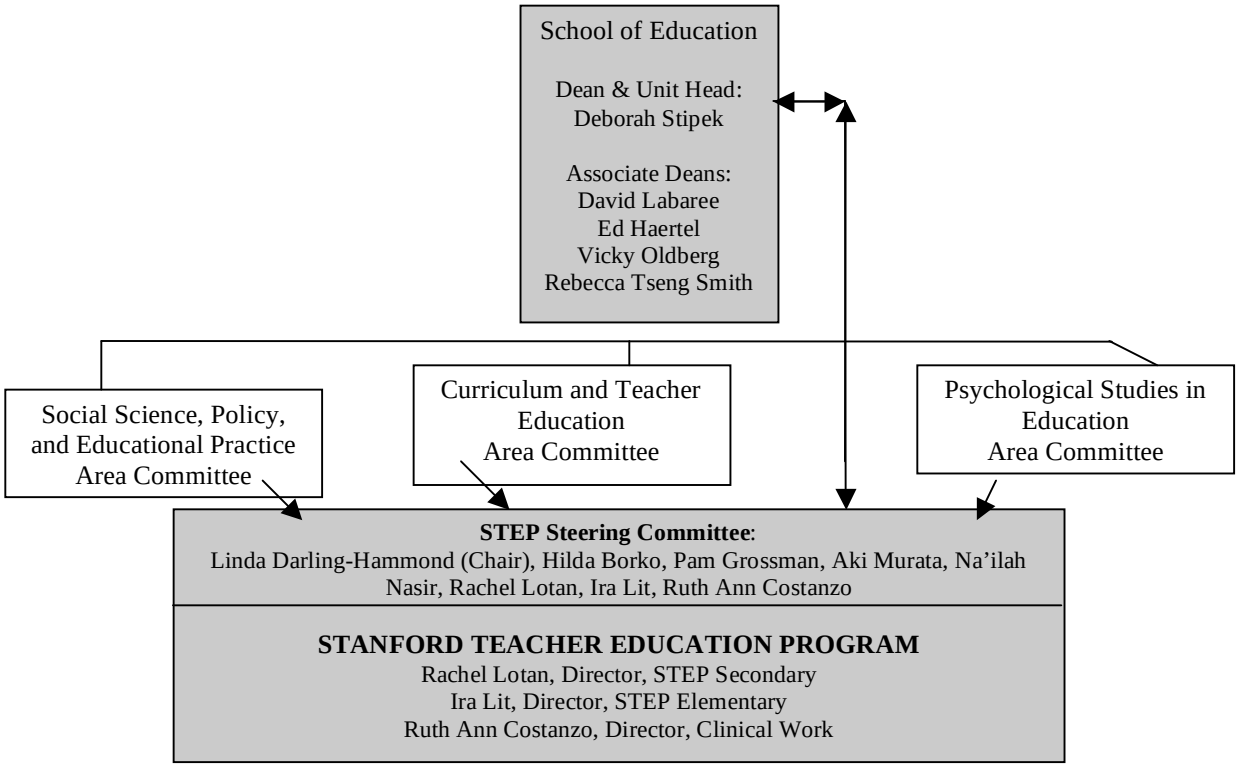


TABLE 6-1 OVERSIGHT OF STEP BY THE UNIT

Dean of the School of Education (Deborah Stipek)	• Appoints the chair and members of the STEP Steering Committee
	  o attends steering committee meetings when needed
	  o reviews minutes of the meetings
	• Approves the budget
	• Conducts an annual evaluation of the STEP Elementary and STEP Secondary Directors (currently Rachel Lotan and Ira Lit)
	• Reviews STEP annual reports and discusses any concerns with Directors
	• Reviews all STEP course evaluations every quarter and meets with faculty as appropriate
	• Reviews and discusses with Directors any data or information relevant to STEP
	• Meets and communicates with chairs and other leaders in STEP regularly
	• Raises funds to support STEP and STEP students
	• Organizes faculty retreats (which this spring is focused on STEP and teacher professional development)

Associate Dean for Student Affairs (David Labaree)	• Is responsible for resolving student grievances and concerns
	• Oversees hiring of lecturers for STEP
	• Chairs ACE (see below)
	• Assists in identifying faculty for courses and oversees scheduling of STEP classes
	• Oversees the Office of Academic Affairs:
	  o provides one full-time staff member to coordinate admissions, credentialing, recruiting, and compliance with university regulations
	  o provides support for course scheduling

Associate Dean for Faculty Affairs (Ed Haertel)	• Oversees hiring and promotions of Academic Council faculty
Associate Dean for Administration (Vicki Oldberg)	• Oversees budget • Oversees space allocations
Deans' Administrative Council (meets weekly; comprised of dean and all associate deans)	• Discuss any issues of concern related to STEP • Reviews and discusses exit survey and STEP reports (dean provides feedback to STEP directors if any concerns are raised)
Deans' Extended Council (meets monthly; comprised of the Administrative Council plus heads of all units, including the library, IT, Human Resources, Student Services and STEP)	• Discusses any issue that other leaders in the school should be aware of
Area Chairs in Education (ACE)	• Approves new courses in STEP
School of Education Advisory Council (meets twice a year; comprised of members of the community)	• Informed regularly of developments in STEP in the deans report • Helps raise funds for STEP

STEP Steering Committee

The Steering Committee meets at least once per quarter during the academic year, and decision minutes are recorded at each meeting for distribution to other members of the community. Members are appointed by the dean, and include a chair and at least two faculty members affiliated primarily with the elementary program, at least two faculty members affiliated primarily with the secondary program, and the program directors. The Steering Committee chairperson currently serves on SUSE's Area Chairs in Education (ACE) (one of two standing committees of the school that includes the Associate/Assistant Dean and is chaired by the Dean), represents STEP, and participates in decisions that coordinate the program with the broader work of the School of Education. Furthermore, faculty who teach in STEP are represented in each of the area committees in SUSE and bring STEP's interests to the wider forum of the faculty.

The purposes of the STEP Steering Committee are to:

1. ensure articulation between the secondary and elementary programs;
2. engage an expanded array of SUSE faculty in STEP to ensure a broad and well informed constituency;
3. provide opportunities for multiple perspectives and suggestions; and
4. serve the function of an area committee for purposes of approving new courses and lecturers.

The Steering Committee has the power to approve or reject recommendations relating to:

- course additions and deletions
- appointment of lecturers
- admissions policies
- dismissal policies and the dismissal of individual students
- fellowship policies (e.g., how much to spend versus save and put into endowment)
- research involving STEP students
- other major policies brought forward by the separate elementary and high school committees or the dean
- develop new ideas and innovations

Both STEP Secondary and STEP Elementary have faculty advisory boards that meet regularly to offer advice regarding curriculum design, new initiatives, and program improvements. These boards are composed of faculty with present or past teaching responsibilities in STEP, part-time instructors, teaching fellows, and others whose work and interests are closely related to topics in teacher education.

STEP leadership and staff meet weekly to address programmatic plans, activities, and outcomes. In addition, the STEP directors, the credential coordinator and liaison to SUSE's academic services office, and other key clinical work staff meet weekly to discuss candidates' performance and progress in university coursework and in clinical placements. The program directors, who serve as the candidates' academic advisors, are in close communication with them through individual interviews, frequent check-ins, the weekly practicum seminars, and regular office hours. The STEP leadership and staff share information about the work of cooperating teachers and supervisors and the quality of field placements in general. They review the data collected via candidate feedback and visits to the classrooms of cooperating teachers, as well as feedback from administrators and other members of the community, to make improvements in the program.

Candidates also receive advice and support related to financial aid, credentialing requirements, and university policies and requirements by the Office of Academic Services, specifically by STEP's credentialing coordinator. STEP directors and staff also provide extensive individualized career advising focused on identifying job openings, writing resumes and cover letters, and preparing for interviews.

In addition to highly personalized advisement and support by STEP faculty and staff, candidates have access to school-specific and university-wide student services from both individuals (e.g., the Associate Dean for Student Affairs) and organizations like the Counseling and Psychological Services (CAPS) at Vaden Health Center and the Disability Resource Center.

STEP recruits applicants from among Stanford undergraduates, as well as institutions of higher education statewide and nationally. STEP representatives participate in graduate and career school fairs at Stanford and at other universities, distribute mailings to close to 300 colleges, universities, and local educational agencies, publish information in local newspapers, update the appropriate websites, establish contact via emails to students through the major and minor lists of relevant departments, conduct in-person meetings and live internet chat sessions with potential applicants, and hold numerous information sessions for the general community. STEP employs a part-time outreach coordinator to complement the efforts of STEP's credential coordinator, who also responds to queries regarding STEP.

Publications such as the STEP brochure, SUSE Handbook, and the SUSE and STEP websites clearly describe admission requirements and policy. Additionally, the Office of the University Registrar maintains the integrity of academic policies and the student information system, both in print form and via its online presence (https://www.stanford.edu/dept/registrar/index.htm). Registrar publications include the academic calendar (available at least one year in advance), "The Bulletin" (which provides academic policies and statements, as well as course overviews), and the Axess information system, where everything from student enrollment to course grading is entered. The School of Education provides program-specific information to the Registrar through its Office of Academic Services, and STEP administrative staff, are called upon to verify and update information both annually and quarterly. Furthermore, the School of Education and STEP coordinate to update and publish outreach brochures, student manuals, and handbooks. SUSE and STEP also frequently update their websites to communicate the most accurate information to current and future students. Dr. Lotan is a member of the SUSE web council and is thus well positioned to update and monitor STEP-related content on the SUSE website.

B. Unit budget

For the 2006-2007 academic year, from the total of SUSE's operating budget across doctoral programs, other masters programs, and budgets for undergraduate education and research, a total of $3,519,457 was allocated to support the professional preparation of teachers. This funding includes the following expense categories: a) proportionate allocation of faculty salaries; b) salaries of STEP's administrative and instructional staff, supervisors, honoraria for cooperating teachers, travel, technology equipment and technical support, special events and programs, summer school coordinator and financial support for summer school cooperating teachers,

supplies; and c) fellowships. The addition of STEP Elementary and the significant budgetary allocation to that program constitutes the most substantial change to the STEP budget since the 2002 accreditation visit.

Fellowship support for STEP candidates has increased from $180,000 in 2003 to $630,340 in 2007, providing evidence of the university's and SUSE's support of the program's increasingly wide-reaching efforts to contribute to and collaborate with the field. For example, as part of its initiative to improve K-12 education Stanford University has established the $20 million Avery Stanford Loan Forgiveness Program to encourage talented individuals to become K-12 teachers by significantly reducing the financial burden for eligible STEP graduates who remain in the teaching profession for at least four years.

To secure STEP's base budget, the program directors review the expenses incurred during the previous fiscal years, and after taking into consideration planned activities and changes, they bring a budget proposal to SUSE's associate dean for administration. The budget is built upon the current budget increases to operating and personnel expenses commensurate with university allocations and a review of budget assumptions and new initiatives presented by the program directors. The dean and the associate dean review STEP's proposal within the larger context of resource allocation for SUSE. Once the budget is approved by the dean, the STEP Secondary and STEP Elementary directors are responsible for overseeing the budget, authorizing expenses, and monitoring the monthly budget statements. Fiscal transactions are performed by the program administrator in accordance with university procedures.

SUSE professors are paid salaries competitive with other research universities and comparable to those in other university departments. Qualified instructors and practitioners who work as co-instructors in STEP courses are paid based on a university-wide salary scale for lecturers. Course assistants, teaching assistants, and research assistants are paid both a salary and tuition allowance. STEP staff benefit from Stanford's Training Assistance Program (STAP) funds to support professional and personal development and advancement. Supervisors are paid commensurate with the number of candidates they supervise, and supervisors who are graduate students receive tuition allowance in addition to a salary comparable to support for other doctoral candidates in SUSE. Cooperating teachers are paid honoraria for their mentoring of STEP teacher candidates. All participating practitioners are invited to take STEP courses, receive library circulation privileges, and are eligible to use Stanford's sports facilities. Recently, the university has opened Continuing Education courses to STEP alumni, faculty, and staff from STEP partner schools for the cost of a registration fee only.

SUSE supports faculty participation at conferences and other professional meetings through the allocation of funds for travel expenses and membership dues. SUSE also provides computer hardware and software for faculty to use as necessary. STEP staff members participate in relevant conferences or symposia (e.g., the New Teacher Symposium offered by the New Teacher Center). Supervisors are encouraged to attend STEP classes and receive extra pay for three full days of professional development during the academic year.

Beyond STEP's base budget, Teachers for a New Era, funded by the Carnegie Corporation of New York supports STEP activities and relationships to the field. STEP also benefits from the

presence on campus of the central office of the PACT consortium and the School Redesign Network, for which Professor Linda Darling-Hammond serves as principal investigator. Additional sources of external funding are garnered by other STEP faculty through their research activities, which often enhances their work with candidates in STEP coursework and in comparative assessments of STEP candidates. It is expected that some of the activities initiated by these projects will become institutionalized and supported by STEP's annual budget. For example, STEP recently created the position of PACT coordinator to support the implementation of PACT. In addition, STEP was recently the beneficiary of a sizable monetary gift matched by the university president's office to create an endowed position for a clinical associate to support the preparation of science teachers in STEP.

C. Personnel

Persons designated with the term professor in the unit are full time faculty. In addition to teaching, they actively purse research, writing, publishing and membership in professional organizations. The workload policy has professors teaching four courses over three quarters per academic year. The program also uses many lecturers, teaching assistants, postdoctoral fellows and clinical associates. It is not uncommon for courses to be co-taught by professors, lecturers, teaching assistants, postdoctoral fellows and/or practitioners. Many of support staff are post STEP candidates which allow for common knowledge, experience and backgrounds. This model allows experts in content areas to teach the course. For example, in ED 240 –Adolescent Development and Learning, a course for candidates in the single subject credential program, three professors and three doctoral students co-teach to provide smaller candidate to faculty ratios. As with all co-taught courses, the team meets regularly before and after class sessions to plan the content-based discourse. In ED 228E – Becoming Literate in School for multiple subject credential candidates, one professor and one teaching assistant co-teach the course introducing concepts related to literacy and accountability. This model allows there to be close interaction between candidates and faculty increasing opportunities for active participation and close monitoring. STEP faculty is committed to teacher preparation as a central part of their teaching responsibilities. They value the relationships made and the professional discourses that take place. Faculty make themselves available to candidates while they are in their class as well as after they complete the course.

In field experiences, candidates are closely supervised by experienced practitioners, credentialed in the field they supervise. During the 2007-08 academic year, there are 21 supervisors in the secondary program and 4 for the multiple subject program allowing supervisors the time needed to work closely with the candidates and the cooperating teachers.

There are many support personnel who work to keep the program focused and on track. Some of these positions include: two program administrators who oversee and manage the day to day running of the program; an 80% technology coordinator provides assistance to candidates regarding the use of technology in developing instruction and in using multimedia tools to develop the candidates personal portfolios at the end of their program; a. director of Clinical Work who sets up the field experiences for the candidates and works to identify new schools for placements; a credential analyst who provides support regarding credential issues and university

policies; and two postdoctoral fellows - one who coordinates the accreditation process and one who coordinates the PACT.

D. Unit facilities

The facilities for the Stanford University School of Education are more than adequate. STEP is situated on the second and third floors of The Center for Educational Research at Stanford (CERAS) building and houses classrooms, meeting rooms, offices, a curriculum library, a media lab, and student work spaces. In addition, education classes are held in two other buildings that house SUSE faculty and staff. In addition to the library in CERAS, there are also three other libraries throughout the university to which candidates have access. School facilities for field placements provide adequate facilities and instructional materials needed for the candidates.

E. Unit resources including technology

STEP candidates have access to many resources to support their education. They have access to the various libraries throughout the university, including the STEP library in the CERAS building, as well as a variety of resources to assist them in curriculum design, professional journals, web-based lessons, media sources and technology support. The Cubberley Education Library is staffed by three full time research librarians and features special collections of educational research and texts. It also contains an ERIC microfiche collection. Through assistance by the technology coordinator, STEP candidates learn about, analyze, and evaluate various subject-specific and generic applications of technology, use computer-based technologies to design engaging materials that incorporate multiple representations of content, and develop tasks to assess student learning. Stanford's Academic Computing Services provide a variety of software and computer resources including educational digital media and laptop computers that can be used in field placements. STEP candidates can also check out video cameras and projectors to use in their classroom settings. They also design lessons that use PowerPoint and visual images for comprehensible input.

Multiple subject candidates have many opportunities to learn about the instructional uses of technology. For example, they explore the uses of calculators in elementary classrooms. Single subject candidates in ED267-A-C: Curriculum and Instruction in Science, examine the use of both probeware and a genetics simulation software.

More attention has been given by STEP to its presence on the web. The SUSE external website houses much of its admission information while also linking to the STEP intranet. Many candidates share that their first introduction to STEP is via the web. When they send an inquiry to the program, they receive feedback and encouragement to apply to the program.

The unit is well funded and provides an extensive supply of technology resources for all candidates.

<u>Overall Assessment of Standard</u>

The University has a rather flat organizational structure and this results in much of the responsibility for the day to day operation of the program that prepares teacher candidates and

the implementation of the assessment system vested in the two program directors and their supporting staff. The Dean of the School is the unit head but much of the work of the school is outside of the province of the unit for teacher education. Nevertheless there is a great deal of emphasis and importance attached to the work of the unit and several new initiatives have brought the unit greater prominence on the campus. Budget, facilities, and technology are more than sufficient to carry on the work of the unit.

Recommendation: Met

Areas for Improvement: None

State Team Decision: Standard is Met

Multiple Subject Credential and
Multiple Subject BCLAD Credential

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates/student teachers, program alumni, cooperating teachers, student teaching site administrators, program administrators, lecturers, teaching assistants, clinical associates, full-time faculty, and administrators at sites where graduates are employed, the team determined that all program standards are fully met for the Multiple Subject Programs.

Strengths in Program Implementation

The Stanford Teacher Education Program (STEP) Multiple Subject program exemplifies the dedication and commitment of their candidates to the three elements of the mission statement: commitment to social justice, understanding the strengths and needs of diverse student populations, and dedication to equity and excellence for all students. These three elements are evident in curriculum and instruction, the emphasis on school partnerships, and the focus on theory to practice.

Research informs all aspects of the program including instruction, program design, and collaborative interactions. Professors conduct extensive, relevant, and insightful research supported by initiatives such as Teachers for a New Era. The research is particularly evident through the findings used in math and literacy instruction. Also, course instructors and field supervisors model inquiry, provide encouragement, and enable candidates to use and reflect on their understanding of theory and research to make decisions that support student success. Thus, candidates adopt the approach of using inquiry and reflection in their practice throughout the program and extend it into their teaching careers.

Preparation in the core content areas is particularly strong. Mathematics and comprehensive literacy methods courses span three quarters. Additionally, literacy instruction is woven specifically into the history-social science methods course. Content knowledge and pedagogical strategies are enhanced through the extensive fieldwork component. Because of strong curricular knowledge, candidates are able to provide access to core curriculum that can result in high student achievement.

BCLAD candidates reported that the BCLAD methods course provided exceptionally fine preparation for the opportunities and challenges they met in their classrooms.

Field placements are personalized to meet individual candidate needs and preferences. Before being selected, cooperating teachers are identified, observed, and interviewed, then carefully matched with candidates. There is an exemplary systemic culture of collaboration and collegiality. Cooperating teachers, supervisors, administrators, clinical associates, candidates, teaching assistants, program staff, and faculty meet often to interact around issues of teaching, learning, and student success.

The new STEP Multiple Subject program is remarkably well conceived and implemented. The anticipated modifications will further strengthen this exemplary program.

Areas for Growth in Program Implementation

None noted.

Single Subject Credential

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates/student teachers, program alumni, cooperating teachers, student teaching site administrators, program administrators, lecturers, teaching assistants, clinical associates, full-time faculty, and administrators at sites where graduates are employed, the team determined that all program standards are fully met for the Single Subject Program.

Strengths in Program Implementation

The Stanford Teacher Education Program (STEP) mission statement articulates a commitment to preparing candidates who are dedicated to the principles of social justice, are attentive to identifying the strengths and needs of diverse student populations, and are devoted to seeking equity and excellence for all students. To achieve this goal in the Single Subject Program, STEP has designed a cohesive, twelve-month series of learning experiences that are characterized by morning fieldwork and afternoon courses. This model challenges candidates to synthesize the intersection of educational theory and grades 7-12 classroom realities. All program faculty, university supervisors, and cooperating teachers are entrusted with the tasks of guiding candidates through a developmental sequence that begins with each candidate's apprenticeship of observation that contributes to a schema of good teaching. Through a sequence of research-based inquiry, focused examination of current grades 7-12 practices, and critical reflection, candidates are developed into classroom leaders who have skills and dispositions characteristic of teachers who significantly impact the lives of young adolescents.

Noteworthy strengths of all program faculty in the STEP Single Subject program include:

- a commitment to understanding and expanding contemporary teaching and learning theories that will assist teachers in positively enhancing the academic literacy skills of grades 7-12 grade students;
- a dedication to refining instructional skills so that classroom practices serve as positive pedagogical models;
- a devotion to assisting candidates in utilizing multiple sources of information;
- an attentiveness to cultivating each candidate's personal philosophy of classroom leadership;
- a pledge to foster a community of professionals that support, encourage, and challenge each member to excellence; and,
- a thoughtful approach to providing candidates with practical strategies that ensure the daily implementation of instruction that leads to high student achievement.

The systematic culture of collaboration and collegiality is evident in the Graduate Portfolio Presentation, the desire of principals to hire STEP student teachers, and the tendency for STEP graduates to remain connected to the program through their willingness to welcome new STEP candidates into their classrooms. Clearly, Single Subject STEP candidates are being prepared to become teacher-leaders who are responsive to and contribute toward the intellectual and social well-being of students, schools, and community.

Areas for Growth in Program Implementation

None noted.