

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

Professional Services Division

June 2016

Overview of this Report

This agenda report includes the findings of the accreditation 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. Based upon the findings of the team, an accreditation recommendation is made for this institution of **Accreditation**.

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

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	19	19		
Single Subject	19	19		
Bilingual Authorization	6	6		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit

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

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: **Stanford University**

Dates of Visit: **May 1-4, 2016**

**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 judgements about the professional education unit's operation. The recommendation pertaining to the accreditation status of **Accreditation** was based upon the following:

Common Standards

All nine Common Standards were found to be **Met**.

Program Standards

All Program Standards for the three educator preparation programs (Multiple Subject, Single Subject, and Bilingual Authorization) were found to be **Met**.

Overall Recommendation

Since all Program and Common Standards were found to be met, the team recommends **Accreditation** for Stanford University.

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

Initial Teaching Credentials

Multiple Subject
Multiple Subject

Single Subject
Single Subject

Advanced Credentials

Bilingual Authorization

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.

Accreditation Team

Team Leader:

Mark Goor

University of LaVerne

Common Standards Cluster:

Gary Railsback

Azusa Pacific University

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Teacher Programs Cluster:

Olga Grimalt

Loyola Marymount University

Staff to the Visit

Teri Clark

Commission on Teacher Credentialing

Documents Reviewed

- STEP's Mission Statement
- University Catalog
- Common Standards Report
- Course Syllabi
- Candidate Files
- Fieldwork Handbooks
- Follow-up Survey Results
- Needs Analysis Results
- Program Assessment Feedback
- Program Summary
- Record of Observation Cycle and Quarterly Assessment
- Invitation to Bay Area superintendents to attend a STEP sponsored lunch event
- New Cooperating Teacher Workshop
- Biennial Report Feedback
- Schedule of Classes
- Advisement Documents
- Faculty Vitae
- College Annual Report
- College Budget Plan
- PACT TPA Data
- Content Areas Tasks (CATS)
- Dine and Discuss agendas
- Dine and Discuss attendance data
- STEP and Sunnyvale School District Summer School 2015 Program Debrief
- Attendance List for superintendents who attended the STEP lunch
- STEP's Graduated Responsibility

agenda

- New Cooperating Teacher Workshop attendance
- End of the Year Cooperating Teacher Survey
- Cooperating Teacher Handbook
- Secondary and Elementary evaluation of Cooperating Teacher
- STEP Orientation Plan for Candidates
- Guiding Principles for Selecting Placements
- Teacher Candidate Contract and Integration Plan
- Cooperating Teacher panel for onboarding
- STEP Summer School evaluation
- Classroom Observation Protocol for Potential Cooperating Teachers
- Weekly Check-in sheets

Interviews Conducted*

Stakeholders	TOTAL
Candidates	16
Completers	23
Employers	27
Institutional Administration	9
Program Directors	2
Faculty	20
TPA Coordinator	1
Clinical Associates	7
Field Supervisors – Program	18
Field Supervisors – District	27
Credential Analyst	1
Total	151

* Note: In some cases, individuals were interviewed more than once because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of distinct individuals interviewed.

Background Information

Stanford University is one of the world's leading research universities. It is known for its entrepreneurial character, drawn from the legacy of its founders, Jane and Leland Stanford, and its relationship to Silicon Valley. Areas of excellence range from the humanities, social sciences engineering, the sciences, and medicine. Stanford is located in California's Bay Area, one of the most intellectually dynamic and culturally diverse areas of the nation. Stanford was established in 1885 and opened in 1891. Currently there are 6,994 undergraduates and 9,128 graduate students enrolled with 2,153 faculty members. The campus is large with 8,180 contiguous acres and nearly 700 major buildings.

Education Unit

The School of Education is one of seven schools at Stanford. The Graduate School of Education (GSE) enrolls about 400 graduate students and is preparing the next generation of education scholars, policymakers, entrepreneurs, executives and school leaders. The GSE's 56 faculty are drawn from a variety of disciplines to produce scholarship that shapes teaching and learning worldwide; they translate research into practice through partnerships with schools, nonprofits and governments. The GSE offers the Doctor of Philosophy, Master of Arts and Master of Arts with teaching credential, as well as three joint degrees in public policy, law and business. It also offers an undergraduate program that culminates in a minor in education. Stanford is a private, non-denominational, residential institution.

The Stanford Teacher Education Program (STEP) is a 12-month graduate program of the Stanford University Graduate School of Education (GSE). STEP provides the only professional degree programs within the GSE. STEP offers candidates a Master of Arts in Education degree and either a California Preliminary Multiple Subject credential (with an option to also earn a Bilingual Authorization in Spanish) or a Preliminary Single Subject Credential. Single Subject candidates pursue a credential in one of five content areas: English, History/Social Science, Mathematics, Science, or World Languages.

The program combines a full year of student teaching with 45 quarter units of graduate coursework. To ensure that all of the program's candidates gain a clear understanding of the realities of California public education, candidates are placed in public schools for the entire school year, beginning with a summer school experience in which all candidates observe and participate in STEP's specially co-designed program with the Sunnyvale School District. During the regular academic year, teacher candidates complete university coursework while concurrently participating in year-long field placements in local elementary and secondary schools, where they are mentored by a cohort of cooperating teachers and university supervisors.

Table 1
Program Review Status

Educator Preparation Program	Program Level	Number of Program Completers (2014-15)	Number of Candidates Admitted 15-16
Multiple Subject	Initial	17	17
Single Subject (English, History/Social Science, Mathematics, Science, World Languages)	Initial	63	72
Bilingual Authorization-Spanish (concurrent to a Multiple Subject credential)	Advanced	6	5

The Visit

The visit began on Sunday, May 1, 2016. The four team members conducted interviews and reviewed evidence on Sunday, May 1 through Tuesday, May 3. In addition, two team members visited school sites on Tuesday, May 3 to interview stakeholders. The visit concluded at 10:30 am on Wednesday, May 4. There were no unusual circumstances on this site visit.

Common Standards

Standard 1: Educational Leadership

Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all the requirements.

Findings

The Stanford Teacher Education Program (STEP) is based on comprehensive research that examined teaching, learning, social justice, and preparation of educators. This research was used in the conceptualization of STEP and is articulated in documents and is clearly stated by all groups who were interviewed: student teachers, cooperating teachers, alumni, principals, faculty and staff. There is a strong social justice and equity theme throughout the program. Stanford's three-course Curriculum & Instruction (C&I) series prepares students for deep understanding of content specific pedagogy, teaching, learning, and innovative instruction.

The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. As seen in the schedule of classes, course descriptions, program documents, and in interviews, the vision for the program, "Teach to Change the World", is evident. In addition, in interviews with faculty and students, the emphasis on curriculum development was strongly articulated. Alumni declared that this curriculum emphasis prepared them to understand curriculum and to build or modify curriculum as they advanced in their careers. Principals talked about the impact of having STEP student teachers and new teachers from the STEP program on the school culture, raising standards, and encouraging innovation.

The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. There is a STEP steering committee that considers policies and concerns. They gave examples of data reviewed and policies proposed, such as admission questions, examples of student work, and consideration of new courses. There are regular meetings with superintendents to share updates and get feedback, and the Director of Clinical Work meets with cooperating teachers, supervisors, and administrators on a regular basis to communicate changes and listen to feedback. Across all interviews it was very clear that communication and collaboration are key components of the STEP program.

Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The Dean is part of the President’s Executive Council and has the authority to lead the school. In turn, he delegates responsibility for the educator preparation programs to the program directors and STEP staff. Interviews with the dean, directors and staff indicated that each had the authority and resources to do their work effectively.

The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. The credential analyst meets with the program directors regularly to present status reports on all students. This data is submitted in biennial reports to Commission and in Title 2 reports to the federal government. These reports are reviewed by the Program Directors.

Standard 2: Unit and Program Assessment and Evaluation

Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

The unit has developed and implemented an assessment system labeled the “STEP assessment system” that has been used for ongoing program and unit evaluation and improvement. The system has 11 stages from program application to exit. Each stage has key assignments identified that are either focused on the individual candidate or the program and unit level. The assessment data is analyzed and action steps are developed to implement program improvement. The STEP steering committee reported reviewing the data and being involved in the decision to move the major performance assessment during student teaching from PACT to EDTPA starting Fall 2016.

The assessment system relies on TK20, a web-based data management system to collect much of the performance data on candidates. The program also has individual faculty utilize the Learning Management System (Canvas) where individual candidate assignments are uploaded and scored. From the TK20 system the unit can then run assessment reports that are used by the program directors, the STEP Steering Committee, individual faculty and students. The unit also utilized a Stanford University provided web-based survey tool (Qualtrics) to conduct surveys with candidates, completers and employers.

In the Multiple Subject program candidates complete PACT Content Area Tasks (CATs) in Science, Math and History. The results are stored in TK20 and the assessment director was able

to pull a sample report to be reviewed at the site visit. These candidates also complete the PACT Teaching Event in Literacy during student teaching.

The Single Subject candidates complete the PACT Teaching Event in their content area and work is uploaded and scored by approved assessors in TK20. The assessment director was able to pull sample reports on candidate scores in PACT at the site visit. These PACT scores are reviewed by the Program Directors and the STEP steering committee.

University supervisors upload a packet after a formal observation during student teaching. This packet includes the preconference minutes, lesson observation, documents associated with the lesson, the observation itself, and the candidate's reflection. These documents are converted to a PDF and uploaded to TK20.

In addition to this evidence, the program completes a quarterly assessment that is aggregated across all candidates in STEP and disaggregated by program. The *Quarterly Assessment* document is a 14 page document completed by both the cooperating teacher and university supervisor and ideally is submitted electronically to TK20. Some cooperating teachers are not able to utilize this function off campus and simply print the word document, fill it out and email it in. The *Quarterly Assessment* is simplified for the summer session as only 4 of the California Standards for the Teaching Profession (CSTP) are used, while the format for Fall, Winter, and Spring assess all 6 CSTP standards. The Director of Clinical Work and program directors review the findings from the *Quarterly Assessment* report for both feedback to individual candidates and for program improvement.

The unit collects a number of pieces of evidence to admit high quality candidates into the program. In addition to the normal pieces such as transcripts and test scores, the program reviews essays, resumes, and letters of recommendation, conducts interviews, as needed, and then tracks yield rates from admission to enrollment in the summer. Once enrolled in the program much of the data for ongoing assessment is also collected by the credential analyst to determine qualifications for the recommendation to the Commission upon completion of all program requirements.

Completer evidence is collected by the Credential Analyst utilizing a spreadsheet from the time of enrollment to recommendation to Commission. This data includes collection of all data and testing required for recommendation and is supervised by the two Program Directors. In addition to the assessment results mentioned above, the unit collects alumni survey data approximately every 5 years and surveyed employers of STEP completers in 2008 and 2016.

Standard 3: Resources**Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resources needs.

Findings

The unit self-study reports several pieces of information that when taken in total support the notion that the STEP program has the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates. The STEP program enrolls approximately 25% of the Graduate School of Education students. The GSE has two large buildings on campus with administrative offices, admissions, student services, faculty offices, and the library in Cubberley, as well as administrative, research, and faculty offices in 5 other campus buildings. The GSE research centers including STEP are housed in CERAS, a 5 story modern building close to Cubberley. Regarding faculty salaries – the Stanford GSE “... professors are paid salaries competitive with other research universities and comparable to those in other university departments.” Class sizes are kept small as “STEP classes are almost always team-taught, keeping the ratio of student to instructor low.”

The STEP program also has two program administrators that are responsible for coordination of the programs. Tenured STEP faculty members are each allocated \$5,500 per year to support professional development and research projects while non-tenured faculty are allocated \$3,500. The STEP supervisors are encouraged to attend STEP classes and receive extra pay for 3 full days of mandatory professional development that benefits the program.

The STEP program has the resources from the university library and the GSE Cubberley Education Library that is staffed by 3 research librarians. Electronic databases, ebooks, and technology resources are provided for STEP students. Recent curriculum materials in the STEP content areas are available to be perused in the library or checked out as needed. The Stanford GSE has a budgeting process that is annually reviewed to determine STEP program needs. STEP’s narrative document reports that there are four separate budget efforts:

1. GSE faculty that support STEP are paid directly from the GSE base budget and not the STEP program.
2. A specific budget is authorized annually to support the STEP staff members.
3. The annual operational budget for STEP provides the bulk of the support for course instruction, compensation for supervisors, honorariums for cooperating teachers, travel, technology, and special events.

4. Student financial support includes GSE fellowships and a loan forgiveness program. STEP offers a special loan forgiveness program, entitled the Dorothy Durfee Avery Loan Forgiveness Program, established by a gift from Judy Avery, a Stanford alum. The loan amount varies slightly each year, but is set at approximately \$20,000-\$25,000. If a candidate earns the credential and teaches in a public school for 4 years this loan is forgiven.

Standard 4: Faculty and Instructional Personnel

Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

Stanford’s GSE has highly competitive standards in filling faculty positions. The requirements for GSE faculty is that they hold a doctoral degree, demonstrate excellence in publications, are exemplary teachers, and demonstrate leadership in the wider educational community. The GSE has tenure line faculty that teach 16 different courses in the STEP program as course leads including the two program directors. In addition to the tenure line faculty, the STEP program has 6 Clinical Associates, 7 lecturers, and 10 doctoral graduate students. The ten doctoral students serve the STEP program as being highly qualified elementary or secondary teachers and using the apprentice model first starting as university supervisors, then become teaching assistants for a tenure line faculty, then co-teaching with another doctoral student, and finally becoming the lead instructor in their third year of their doctoral program.

In addition to the tenure line faculty, the STEP program hires 25 graduate assistants that serve in several roles as either teaching assistants, university supervisors, or lead instructors. Graduate students in the GSE have five years of financial support. Overall, the program is served by 25 university supervisors that might be graduate assistants, STEP Clinical Associates (full-time staff members who are former teachers and expert teacher educators), or retired teachers. Each university supervisor works with about 4 candidates. In interviews with tenure line faculty, they were extremely committed to the STEP program and chose to teach there in

addition to their primary assignment in one of the three areas of the GSE where they teach doctoral courses and supervise dissertations.

The GSE requires faculty to submit an annual report to the dean to document their service to the GSE and Stanford, as well as local school district, and professional organizations. The tenure line faculty is known for their research in the different content areas. They also supervise doctoral candidates in the Curriculum and Teacher Education Ph.D. program. These doctoral students come to the program as experienced elementary or secondary teachers and are preparing as future teacher educators. The doctoral students serve as teacher education faculty for the STEP candidates.

The program provided demographic information about STEP faculty and clinical supervisors. In 2014-15, the STEP tenure line faculty teaching STEP courses included 7 males and 6 females, of whom 8 are white and 5 are from under-represented minority groups. Through interviews with faculty, university supervisors, cooperating teachers, candidates, and graduates it was confirmed that the teaching faculty are knowledgeable about diversity, language, and gender issues.

STEP instructional faculty and supervisors provide leadership and serve as reviewers to a number of editorial boards, and are therefore aware of the current accountability in state and national schools. STEP faculty and clinical supervisors collaborate with P-12 partners locally through the *Dine and Discuss* events that have participation rate of 100% of clinical supervisors and 42% of cooperating teachers. Faculty members also participate nationally as keynote speakers at conferences and serve on numerous advisory committees. Many of the adjunct faculty are simultaneously teaching full-time in public P-12 schools or county offices and are knowledgeable about improving teaching and candidate learning, and regularly collaborate with each other and current P-12 partners.

As mentioned in Standard 3, Stanford provides a tremendous amount of resources for faculty development, both on and off campus. The Office of the Vice Provost for Teaching and Learning provides additional resources such as video recording and consultations to support all faculty member's pedagogical practices.

Based on feedback from completers, a Teaching for Equity Learning Series was developed to support additional focus on equity in education. STEP offers the Teaching for Equity Learning Series throughout the year. Candidates, alums, faculty, supervisors, and cooperating teachers are invited to attend.

Stanford's GSE STEP program participates in the university's course evaluation system at the end of each quarter. The results are tabulated and made available online to all faculty members. The STEP directors review the course evaluations for all courses. In the event that a

faculty member receives low scores there is a process in place to refer the faculty member to the Center for Teaching and Learning for assistance.

Standard 5: Admission

Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California’s diverse populations, effective communications skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

The STEP program has a clearly defined process for admission for this highly selective program that recruits a national cohort of students starting each June. Information is available on the STEP website (<https://ed.stanford.edu/step/admission>). The program requires candidates to meet all Commission-adopted requirements at the point of admission. For students coming to the program from out of state or internationally where the CBEST and CSET exams have not been available, they offer them preliminary admission to the program and then make sure they have opportunities to take standardized tests upon arrival to California. The program arranges for opportunities for finger printing when students arrive on campus for orientation.

Multiple measures are used to admit a diverse class each summer. The program utilizes a holistic review that includes transcripts, an essay, resume, letters of recommendations, and a statement regarding the applicant’s contributions to diversity and community. The program uses multiple reviewers to ensure fairness and reliability in the decision to admit candidates. In interviews with candidates and completers, it was affirmed that the cohort is diverse not just in ethnic, culture and language, but also drawn from across the nation and internationally.

The STEP program requires applicants to submit transcripts, but in addition has the student submit a transcript summary noting courses they have taken by subject area. Through the variety of materials submitted, the program is looking for candidates that have had “meaningful experiences working with youth across a range of settings, such as camps, substitute teaching, tutoring, theater and sports camps, and the like.” In addition, reviewers attempt to determine that “applicants are collaborative and cooperative, and have strong potential for success in the teaching profession.” In interviews with cooperating teachers it was affirmed that 90 to 95% of candidates admitted to the program have strong academic skills, a commitment to teaching all students in a diverse settings, and have the persistence to finish an intense year long program. In interviews with principals and other employers, it was affirmed that the completers of the program are in great demand and they state that they would like to hire more STEP completers.

Standard 6: Advice and Assistance**Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

Interviews confirm that the primary academic advisor for each candidate is either the director of the STEP elementary program (Multiple Subject and Multiple Subject with Bilingual Authorization) or the STEP secondary program (single subject). Candidates and alumni report that the program directors are available, accessible, and willing to meet with candidates whenever needed. A range of support, guidance, and progress monitoring occurs during the weekly Teaching Seminars which are led by the program directors. This cohort structure was noted by many candidates and alumni as a strength of the STEP experience, allowing them to forge professional and personal supports that have extended into their teaching careers. One on one advising sessions with the Program Directors occur during the fall quarter and directors offer regular office hours. Informal methods including weekly check-in cards and meetings and communication with supervisors, as well as formal methods such as course grades and quarterly reports keep the advisors knowledgeable about the personal and academic needs of the candidates. In addition to the STEP directors, candidates receive regular and direct support and advisement in regards to the clinical placement from their university supervisor and the Director of Clinical Work.

Interviews of candidates affirmed that information about program requirements is readily available in various formats. An initial orientation to the STEP program introduces the STEP Handbook which describes all program requirements. Information sessions are provided by the Director of Clinical Work, the PACT Coordinator and the program directors. The STEP program website and email communications from the program are other sources of information about credential requirements. Progress of the candidates is tracked by the STEP program directors and the credential analyst. Alumni and current candidates agreed that the program directors, Director of Clinical Work, university supervisors and university staff are very knowledgeable and willing to assist candidates with information about program requirements. Candidates appreciated the personal assistance they received. If a candidate has not met STEP's expectations by June, the candidate is invited to the Sunnyvale School District summer session again; this time serving as a lead teacher for the summer school program. Candidates have then been able to demonstrate the knowledge and skills and are recommended for the Preliminary teaching credential.

Through several formal and informal methods, STEP leaders and university supervisors monitor the progress of candidates and identify who needs support and assistance. Supervisors meet on a weekly basis, called Supervisory, with their assigned candidates and report that any concerns about the personal or professional needs of a candidate are shared with the program leaders. The program directors meet with their respective candidates on a weekly basis during the weekly teaching seminar. Check-in cards are collected from each candidate and appropriate support and guidance is provided in response to the cards. Stanford University also provides counseling and psychological services (CAPS) as well as support for speaking and writing through the Hume Center and Office of Accessible Education. The program directors monitor all key evaluations of candidate progress such as course grades, key assignments, clinical observations, quarterly assessment reports and PACT score reports to recommend appropriate support that is needed as well as to determine preparedness to remain in the program and/or advance to the teaching profession.

In addition to the formal assessments listed above, many informal check-ins provide program leaders with information about candidate needs. Ongoing conversations with STEP faculty, supervisors, and cooperating teachers as well as formative assessments (exit tickets, reading logs, and instructional tasks) assist the program staff in providing appropriate advisement and assistance. Current candidates and alumni enthusiastically agree that the level of assistance by STEP leaders, faculty and staff is extremely supportive of their academic progress. STEP alumni remain a part of the STEP community and understand that STEP resources are available to them throughout their teaching career. In fact the saying is, “Once a STEPpie, always a STEPpie.”

Standard 7: Field Experience and Clinical Practice

Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

The STEP program directors and the Director of Clinical Work collaborate with stakeholders in partner districts to design, implement and evaluate the clinical experiences that allow candidates to develop and demonstrate the knowledge and skills they will need to educate and support students to meet the state-adopted academic standards. Part of the clinical experience design is described as graduated responsibility because, throughout the year, the candidates will gradually assume more responsibility for the complexity of classroom instruction.

Memorandums of Understanding exist between STEP and partner districts which document the responsibilities for the schools in which candidates will be placed and the university in support of the clinical experience. School and district leaders commented that being a partner is beneficial in terms of the academic resources and current research to which school staff is exposed. Input and feedback from the field is communicated to STEP leaders and supervisors and that input is used by STEP leaders as they continue to plan for future experiences.

The STEP Clinical Associates fulfill an important role in the successful implementation of the STEP clinical experience for candidates. They work as a liaison between STEP and the partner districts, meeting and mentoring cooperating teachers and other university supervisors, communicating with school leaders, and providing leadership through course instruction and facilitating professional development for district stakeholders. The Clinical Associate ensures that all candidates are working with effective university supervisors and cooperating teachers. Additionally, they mentor newer supervisors and cooperating teachers. Interviews with cooperating teachers supported the importance of the Clinical Associates in mediating situations that might arise during the clinical experiences.

The clinical experience in STEP begins with a summer school experience that STEP designs, implements, and evaluates in close collaboration with the Sunnyvale School District. Candidates and Clinical Associates report that this early placement provides excellent opportunities to implement course content and ideas introduced in STEP summer courses. For Single Subject candidates, this provides them with a middle school experience.

During the yearlong clinical experience in the single subject program and the two placements in the Multiple Subject/Multiple Subject Bilingual Authorization, candidates confirmed that they spend approximately 20 hours per week in local public schools, mentored by an experienced classroom teacher and supported by a knowledgeable university supervisor, completing a full academic year of clinical experience in partnering schools. Candidates, supervisors, partner school leaders and cooperating teachers shared that being able to participate in school and classroom activities from the beginning of the school year through to the close of the school year is a highly valued experience. The documented principles and practices of graduated responsibility, clearly explains how the candidates' responsibilities in their placements increase in scope and complexity throughout the school year, progressing towards an independent student teaching experience at the end of the school year.

The connections between the theory, content, and activities in STEP coursework is supported and easily implemented into the clinical experiences. Faculty members assist candidates in making those connections through course assignments, such as case studies, family communication strategies, and lesson development that is flexible to the candidates' teaching context.

School sites where the clinical experiences of candidates will occur are selected in collaboration between the unit and its partners. Formal memorandums of understandings (MOUs) are developed which document the roles and responsibilities of both the district and STEP. Onsite visitations by STEP leaders, clinical associates, and supervisors verify that the school demonstrates a commitment to continuously improve teaching and learning, strives to narrow the achievement gap, and teaches the state-adopted core curriculum. The classrooms where candidates will be placed must contain significant numbers of English learners and students with identified special needs.

In consultation with school leaders and university supervisors, potential cooperating teachers are selected based on direct, first-hand knowledge of their classrooms and teaching practices. Using a documented observation protocol, the Director of Clinical Work and the Clinical Associates assure that the potential cooperating teacher demonstrates classroom practices that are consistent with STEP's vision of effective teaching. All cooperating teachers are appropriately certified in their subject area, including EL authorization with a minimum of three years of public school teaching experience. Many of the cooperating teachers are STEP graduates themselves so they have first-hand knowledge of the program requirements and expectations.

The STEP program design establishes a strong link between the coursework and the clinical practice. Documented in the School Accountability Report Card (SARC), the partner schools offer candidates opportunities to work with racially, ethnically and linguistically diverse student populations. Specific coursework, including Adolescent Development and Learning, Child Development in and Beyond School, and Supporting Students with Special Needs require candidates to compile major case studies of individual students. During the course, Teaching and Learning in Heterogeneous Classrooms, candidates complete an assignment in which they develop linguistic profiles of their field placements. STEP assessments including the PACT evaluate a candidate's skills and knowledge related to diversity including instructional planning, methods of instruction delivery, assessment of learning and reflection. Through course assignments, candidates are required to implement research-based strategies to support all learners. Assessments of candidate proficiency related to diversity include the development, implementation, and reflections on strategic lessons. Candidates confirm that STEP has taught them to see each child as an individual and to consider individual academic needs when planning instruction.

Standard 8: District-Employed Supervisors**Met**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Findings

Documentation details the qualifications of STEP's cooperating teachers (district-employed supervisors) and confirms that all cooperating teachers do have an appropriate California credential, including EL authorization, and a minimum of three years of teaching experience in their area of certification. The same documents verify that most cooperating teachers have three or more years of classroom experience. Clinical Associates and supervisors are aware of this requirement and do not recommend potential cooperating teachers unless they meet this minimum requirement.

Using a school site observation protocol, a team of STEP leaders, including the Director of Clinical Work and/or Clinical Associates or program directors observe prospective cooperating teachers during classroom instruction to ensure that the cooperating teachers possess the expertise and experience needed to provide a high quality clinical experience for the candidates. Examination of the protocol revealed that observers are gathering evidence on the climate of the classroom, communication and assessment of lesson goals, and specific ways the needs of diverse learners are addressed. The policy of graduated responsibility is explained in the cooperating teacher handbook and is explained at the orientation and by supervisors who meet with the cooperating teachers. Often the cooperating teachers who are selected are graduates of the STEP program so they are knowledgeable about the program requirements and how field experiences connect to STEP coursework.

An effort is made to successfully match candidates to cooperating teachers using information from the preliminary placement questionnaire in which the candidates share their preferences regarding subject matter emphases and school characteristics, as well as the first-hand knowledge about the cooperating teacher's knowledge, teaching style and preferences. Interviews with candidates and alumni confirm that STEP works extremely hard to find clinical placements that will allow them to effectively demonstrate program requirements.

Discussions with cooperating teachers confirmed that they were provided with an orientation and training workshop, which occurred prior to the start of the school year. At that orientation, the cooperating teachers received a copy of the handbook or the link to the electronic version in addition to an overview of the program requirements at the beginning of the experience. The Director of Clinical Work shared that those who cannot attend are oriented in person by a STEP leader. University supervisors verified that they meet individually with all cooperating teachers and sometimes in a three-way conversation with the candidate and assigned

cooperating teacher to review the Teacher Candidate Contract and Integration Plan, the Cooperating Teacher Handbook, the program schedule, and to answer individual questions. Throughout the year, three-way meetings that include the university supervisor, the cooperating teacher and the candidate occur and offer additional opportunities to ask questions or clarify expectations. Interviews with cooperating teachers and supervisors confirmed that professional development sessions for cooperating teachers are available during lunch time meetings at their school sites and Dine and Discuss events at the Stanford campus. Some principals commented that the professional development and sharing of current research-based instructional strategies is a benefit to the entire school site because the cooperating teachers tend to share what they are learning with colleagues. Attendance records indicate that a high percentage of cooperating teachers take advantage of these opportunities. STEP leaders monitor the quality of the clinical placements through formal and informal methods and when necessary, intervene or mediate situations if the mutual needs of the cooperating teacher and the teacher candidate are not being met. Interviews with some cooperating teachers confirmed that in the event of a struggling or resistant candidate, supervisors and STEP leaders were responsive and effective in resolving the issue. Written feedback about the clinical placement is solicited from the candidates, and supervisors meet individually with the candidates to assess the progress that is being made. If concerns arise, the STEP Director of Clinical Work collaborates with the supervisor to provide feedback, guidance and support to the cooperating teacher in a timely manner. The results of the STEP Exit Survey, in which the candidates evaluate their fieldwork experience is reviewed by the directors and used to make decisions about future field placements. All cooperating teachers receive a stipend in the amount of \$500 per semester in recognition of the work they do.

Standard 9: Assessment of Candidate Competence

Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

STEP prepares educators to effectively teach diverse learners; help their students achieve high intellectual, academic, and social standards, while meeting state-adopted academic standards; and create equitable and successful schools and classrooms. During the STEP year, candidates are required to complete a rigorous series of content-specific Curriculum and Instruction courses (C&I). In the C&I courses, which are coordinated with year-long field placements, STEP provides substantive instruction and supervised practice that prepares each candidate to plan and deliver effective content-specific instruction.

STEP uses both summative and formative assessments of candidates throughout the year to measure their progress towards Commission-adopted competency requirements at key

checkpoints. STEP evaluates foundational subject matter competence as per state requirements, via California Subject Exam for Teachers (CSET) or completion of a state approved subject matter program, as appropriate for each content area. Multiple Subject candidates must also pass the Reading Instruction Competence Exam (RICA). In 2013-2014 and 2014-2015, 100% of the Multiple Subject Candidates passed the RICA.

A primary culminating assessment of Single Subject candidates' pedagogical content knowledge is the Curriculum Development Assignment that they complete during the winter quarter. With support and feedback from faculty and peers, candidates plan a unit that demonstrates their ability to set clear and intellectually challenging learning goals that are deeply embedded in the discipline they are preparing to teach, and then use a variety of instructional strategies to help all students meet those goals.

All Multiple Subject candidates design and implement learning segments of increasing duration, depth, and complexity in order to demonstrate their emerging pedagogical content knowledge, particularly in literacy and mathematics, with careful attention to state-adopted standards and frameworks.

The professional competencies that are evidenced in clinical practice are monitored by university supervisors and cooperating teachers, who use a standards-based observation protocol to assess candidates' clinical progress over the four quarters of STEP. Quarterly assessments provide benchmarks that reflect the domains of teaching specified by the CSTPs and TPEs. University supervisors conduct nine formal observations of each candidate across three quarters using CSTPs and TPEs as a guide. Each quarter at least one of these observations is videotaped.

STEP has chosen the PACT (Performance Assessment for California Teachers) as its Commission-approved summative assessment, and has adopted the PACT's scoring and passing standards. The PACT is designed to assess candidate performance in light of the California Teaching Performance Expectations (TPEs).

Candidates' academic development is continually assessed in STEP courses, as STEP faculty use both formative and summative assessments to gauge candidates' mastery of course learning objectives, which are aligned with the TPEs and CSTPs. At the end of the program all Single and Multiple Subject candidates complete graduation portfolios.

**Multiple Subject Credential
Single Subject Credential
Bilingual Authorization**

Findings on Standards

Program Design

Stanford Teacher Education Program (STEP) is a 12-month, full-time program leading to a Masters of Arts in Education and a Preliminary California teaching credential in Multiple Subject, Single Subject or Multiple Subject with Bilingual Authorization. During the STEP year, candidates are required to complete a rigorous series of content-specific Curriculum and Instruction courses (C&I). In the C&I courses, which are coordinated with year-long field placements, STEP provides substantive instruction and supervised practice that prepares each candidate to plan and deliver effective content-specific instruction. All stakeholders confirm that the STEP year is very intense but includes significant support and collaboration to allow all candidates to be successful.

Each year, 65-75 teacher candidates are admitted in the Single Subject cohort (English, History-Social Science, Mathematics, Science, and World Languages) and 20-25 in Multiple Subject cohort, of whom 5-10 are in the Multiple Subject with Bilingual Authorization cohort. The program includes a developmental program curriculum and rich clinical model. Candidates are assigned to year-long placements in local public schools, including a summer school teaching experience. Multiple Subject Bilingual Authorization candidates are placed in a bilingual classroom.

The STEP program includes a strong advisory model. Throughout their coursework and field placement, candidates are supported by faculty, Clinical Associates, and university supervisors as well as qualified cooperating teachers. STEP intentionally recruits candidates with diverse backgrounds and experiences so that the STEP cohort reflects greater diversity than the present California teaching workforce.

Course of Study (Coursework and Field Experience)

The STEP program begins in summer and continues with a pre-fall, fall, winter and spring term. Candidates are assigned to field placements throughout the program beginning with the summer term. All Multiple Subject, Single Subject and Bilingual Authorization candidates are placed within one school district for the summer term field experience. Single Subject candidates are assigned to their secondary field placement beginning in the pre-fall term and lasting through the spring term. Multiple Subject with/without the Bilingual Authorization candidates are placed in two settings: one during pre-fall and fall, the other during winter and spring. Bilingual Authorization candidates are placed in a bilingual classroom for both placements.

All STEP courses are grounded in theory, research, and basic educational principles essential to effective practice. The usual teaching approach is that Stanford faculty co-teach the courses, modeling how effective educators work together. Course work includes designated courses in teaching English learners and students with special needs; other courses integrate the teaching of English learners and students with special needs within coursework. Multiple Subject candidates are required to develop lesson plans in all the curricular areas for Multiple Subject candidates with/without Bilingual Authorization. Single Subject candidates complete coursework in a content specific cohort and develop content area lesson plans. All candidates are expected to demonstrate an understanding of differentiated instruction in order to meet the needs of all students.

Document review and interviews confirmed that the STEP program has a strong theory to practice component. All candidates reported that they were well prepared to teach in diverse settings through coursework, teaching seminar, and field experiences. Candidates and completers shared that they felt very supported throughout each phase of the program by their university supervisor, instructors, and the program director as well as their cooperating teacher. Completers reported that the level of support they received while a teacher candidate continued after they left the program. Many completers gave examples of incidences when they were teaching full-time and reached out to a former STEP professor or supervisor who immediately offered their assistance. Completers also reported that STEP program administrators continue to invite them to professional development opportunities offered by STEP after graduating from the program.

Cooperating teachers and supervisors reported that STEP candidates are well prepared and ready to take on the demands of a classroom. Candidates, completers, cooperating/master teachers and employers reported that the program prepares candidates to create lesson plans that differentiate instruction for diverse students including English learners, and students with Special needs. Employers also reported that STEP candidates were better prepared than other first year teachers. Cooperating teachers reported that they also welcomed STEP candidates in their classroom. They stated that STEP candidates often bring new knowledge and strategies to their classroom that help the cooperating teacher grow in their own instructional practice.

Multiple Subject with Bilingual Authorization candidates reported that the STEP program prepared them to teach in a bilingual classroom. They appreciated learning about different bilingual program models and having the opportunity to teach in both Spanish and English in their field placements. One completer shared that in addition to being prepared to teach in two languages, he felt the STEP program helped him develop a deep knowledge base on the research regarding bilingual programs giving him the necessary tools to be an advocate for dual language education.

School principals reported that they prefer STEP candidates, and welcome them at their schools both for field experience and for teaching positions. School principals reported that the STEP

program offered a high quality program. They were highly satisfied with candidates' knowledge of pedagogy, curriculum, instruction and equity issues. A high school administrator shared that he was impressed with the quality of integration of language development instruction in the Curriculum and Instruction courses and how well the secondary teachers address the language needs of English learners in content area instruction.

Assessment of Candidates

The STEP Candidate Assessment System consists of pre-assessments, coursework assessments, clinical work assessments and summative assessments.

STEP pre-assessments begin with the application process. Once admitted candidates complete an entry survey to determine a candidates' expectations, prior experiences and clinical preferences. Candidates must pass the CBEST and at least 2/3 CSET subject matter subtests prior to being admitted. Multiple Subject candidates must pass all sections of the CSET Multiple Subjects and RICA prior to the Winter term. Multiple Subject/Bilingual Authorization candidates must pass all sections of the CSET Multiple Subjects and RICA exam along with the CSET LOTE test III and V for Spanish prior to the Winter term. Single Subject candidates must pass all subject specific CSET exams prior to the Winter term.

Course assessments include signature assignments embedded in coursework that are linked to the candidates' field placement providing a strong theory to practice connection. A primary culminating assessment of Single Subject candidates' pedagogical content knowledge is the Curriculum Development Assignment that they complete during the winter quarter. With support and feedback from faculty and peers, candidates plan a unit that demonstrates their ability to set clear and intellectually challenging learning goals that are deeply embedded in the discipline they are preparing to teach, and then use a variety of instructional strategies to help all students meet those goals. Multiple Subject candidates with/without the Bilingual Authorization design and implement learning segments of increasing duration, depth, and complexity in order to demonstrate their emerging pedagogical content knowledge, particularly in literacy and mathematics, with careful attention to state-adopted standards and frameworks.

The *Record of Observation Cycle and Quarterly Assessment*, a standards-based observation protocol, is completed by cooperating teachers and university supervisors to assess candidates' clinical progress. All candidates video record themselves teaching a lesson once each quarter and respond to prompts based on their analysis of the videotaped lesson. Three way meetings are held with the teacher candidate, cooperating teacher and university supervisor to provide feedback for the teacher candidate in regards to their quarterly assessment and videotaped lesson.

STEP uses PACT (Performance Assessment for California Teachers) as its Commission-approved summative assessment, and has adopted the PACT's scoring and passing standards. Multiple Subject/Bilingual Authorization candidates complete the PACT teaching event in Spanish. STEP

university supervisors are trained scorers of PACT. STEP PACT scorers participate in a two-day training prior to scoring. Day one of the orientation focuses on the components of PACT and the scoring process. Day two consists of calibrating scores.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the Multiple Subject, Single Subject, and Bilingual Authorization Programs.