

**Commission on Teacher Credentialing  
Biennial Report  
Academic Years 2010-2011 and 2011-2012**



**Stanford Teacher  
Education Program**

**Institution:** Stanford University

**Date report is submitted:** 10/13/2012

**Date of last Site Visit:** May, 2008

**Program documented in this report:** Stanford University School of Education Teacher Education Program

**Name of Program:** Stanford Teacher Education Program - STEP

**Credentials awarded:**

Preliminary Single Subject credential in English, Mathematics, Social Science, Science (Biology, Chemistry, Earth Sciences, Physics) and World Languages (French, German, Japanese, Mandarin, Spanish)

Preliminary Multiple Subject credential and Preliminary Multiple Subject credential with bilingual authorization.

**Is this program offered at more than one site?** No

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## **Section A – Credential Program Specific Information**

### **I. Contextual Information**

The Stanford Teacher Education Program (STEP) is a 12-month program leading to a Master of Arts in Education degree and a California Multiple Subject or Single Subject Preliminary Credential. Single Subject candidates pursue a credential in one of five content areas: English, History/Social Science, Mathematics, Science or World Languages. Multiple Subject candidates have an option to pursue a Spanish Bilingual authorization. Dedicated to the idea that teaching is intellectually rigorous work that requires inquiry and reflection, STEP helps candidates become aware of their professional values, flexible in their approaches to teaching and learning, and knowledgeable in their subject areas. STEP candidates have an unusual opportunity to combine practical and theoretical preparation. While completing university coursework, teacher candidates participate in concurrent, year-long field placements in local elementary and secondary schools, where they are mentored by an outstanding cohort of cooperating teachers and university supervisors.

The 2010-2011 STEP cohort included 73 candidates pursuing a Single Subject credential and 23 candidates pursuing a Multiple Subject credential. The 2011-2012 cohort included 65 candidates pursuing a Single Subject credential, 23 candidates pursuing a Multiple Subject credential, and one elementary candidate who already held a preliminary Multiple Subject credential.

94 of the 96 teacher candidates in the class of 2011 graduated with an MA and a recommendation for a credential. One secondary candidate withdrew from the program for medical reasons; one candidate did not pass PACT, but completed the MA requirements.

87 of the 89 teacher candidates in the class of 2012 graduated with an MA and a recommendation for a credential. One secondary candidate continues to work on program requirements in Fall 2012; one elementary candidate completed all program requirements, but has not yet filed for graduation nor completed the US Constitution requirement necessary for the preliminary Multiple Subject recommendation.

Changes since last Biennial Report in 2010

#### The World Languages Program

While STEP 2010 did not include any World Language (WL) candidates, 11 WL candidates (one in French, four in Mandarin and six in Spanish) completed STEP in 2011. In STEP 2012 there were eight WL candidates (two in Mandarin and six in Spanish). Currently, STEP 2013 does not include any WL candidates because of a relative weakness in the applicant pool. We are increasing our efforts to recruit qualified applicants for this important section of our Single Subject Program.

### Data Management

In 2012 we began working with TK20, a data management system. Moving forward STEP will use this system to manage teacher candidate data, including demographic data, course grades, progress data, and various assessments.

### STEP Summer School

In close collaboration with the Sunnyvale School District, we continue to offer a strong summer school experience for STEP Secondary and STEP Elementary. In July 2012, STEP Secondary candidates spent four weeks, five days/ week working with master teachers at Sunnyvale Middle School and STEP Elementary candidates spent four weeks, five days/ week working with experienced teachers at Bishop Elementary, both in Sunnyvale. District teachers and administrators, students and their parents, STEP staff and teacher candidates were highly satisfied with the joint offerings. We look forward to continuing and expanding the collaboration with the Sunnyvale School District in the future.

### Assessment of Teacher Candidates' Clinical Practice

Since the last accreditation visit, STEP has revised the "Quarterly Assessment" document, a tool used by university supervisors and cooperating teachers to assess the candidates' progress in the field placement based on the CSTPs and TPEs. Drawing on classroom observations, regular meetings with the candidate, and the candidate's written reflections, the supervisor and cooperating teacher complete quarterly assessments of the candidate's performance in the classroom. The program directors review these assessments to gauge candidates' progress and identify candidates who may need additional support. Our new data management system will allow us to perform more extended analyses of data documented in this assessment tool.

### Spanish Bilingual Authorization

The Spanish bilingual authorization (offered with the multiple subject credential) was up for renewal and was approved by the commission (Summer 2010).

### Changes in STEP Staff

Under the leadership of Professors Rachel Lotan, Director of STEP Secondary, and Ira Lit, Director of STEP Elementary, STEP staff includes a strong team of clinical educators: Ruth Ann Costanzo, Director of Clinical Work, as well as clinical associates: Colin Haysman, Nancy Lobell, Polly Diffenbaugh, Melissa Scheve (STEP Secondary) and Drs. Dey Rose and Laura Hill-Bonnet (STEP Elementary). Colin Haysman also serves as PACT Coordinator.

### Lenore Annenberg Teaching Fellowships

STEP was selected by the Woodrow Wilson Foundation as one of four programs nationwide to participate in the Foundation's initiative to recruit well-qualified undergraduates to pursue careers in teaching. (see [http://www.woodrow.org/newsroom/newsitems/WW\\_TeachingFellowship\\_NATL\\_Dec07.php](http://www.woodrow.org/newsroom/newsitems/WW_TeachingFellowship_NATL_Dec07.php)) Through the creation of a national "Rhodes Scholarship for Teaching," the Foundation provides a \$30,000 stipend for a one-year graduate education program. Fellows commit to teach in a high need secondary school for at least three years after graduating from STEP, during which time they receive intensive mentoring and support. In 2012, STEP was the only program nationally to

receive an additional year of support for 8 STEP teacher candidates enrolled in the 2012-2013 academic year.

The Dorothy Durfee Avery Loan Forgiveness Program

*The Dorothy Durfee Avery Loan Forgiveness Program* awards up to \$15,000 for teacher candidates who are eligible for the federal Perkins Loan. As recipients of this loan, after completion of STEP, graduates commit to working in a public school or in an independent school supporting an underserved community in the United States. After two years of eligible teaching half of the loan is forgiven and after four years the remainder is forgiven.

There were no outstanding issues from the previous accreditation visit.

## II. Candidate Assessment/Performance and Program Effectiveness Information

<b>Key assessments</b>		
<b>Assessment tool</b>	<b>Description</b>	<b>Data collected</b>
*Performance Assessment for California Teachers (PACT)	Summative assessment of teaching in light of TPE's as designed by the PACT Consortium.	Scores on PACT rubrics
Quarterly Assessments	University supervisors and cooperating teachers assess a candidates' progress in the field placement over time based on TPEs and CSTPs	Ratings on levels of performance
Academic Transcripts	Candidates' academic performances are reviewed repeatedly by program directors. They reflect key assignments such as child/adolescent development and learning cases, lesson/ unit plans, investigations of community resources, etc.	Course grades
* Evaluation of Summer School Experience	Surveys of teaching candidates and cooperating teachers to assess the efficacy of the summer program.	Candidate responses to questionnaire and to open-ended questions used to inform program modifications
STEP Exhibitions	Similar to dissertation hearings in doctoral programs, the end-of-year Exhibition provides the STEP teacher candidates with an opportunity to share what they know and are able to do; present, analyze, and reflect on their teaching, on their professional growth and learning, and on their accomplishments; create a sense of closure and accomplishment. Exhibitions are judged by a committee consisting of the university supervisor, a STEP faculty or staff, and a colleague.	Pass or redo.
*Exit Survey of Graduating Candidates	Comprehensive survey of program processes and outcomes including academic courses and clinical experience	Candidate responses to inform program evaluations
*Surveys of STEP alumni	Comprehensive survey of program outcomes, candidates current positions and professional plans	Alumni responses to survey
Course evaluations	University administered questionnaire of adequacy of course objectives, and quality of instructor performance	Summary ratings and open-ended comments

\* Assessments described and analyzed in detail below

Summaries of four assessment tools

We are reporting summaries for four assessment tools of candidate performance and program effectiveness: 1) candidate scores on PACT Teaching Event for STEP Secondary and STEP Elementary; 2) evaluations of the summer school experiences, 3) exit surveys of graduating candidates, and 4) survey of STEP alumni.

**1) Summary of data: PACT Scores**

The following tables show the number of scores at each of the rubric levels of PACT.

STEP Secondary

<b>2010-2011</b>	Level 1	Level 2	Level 3	Level 4	Total number of candidates
Establishing a balanced instructional focus	0	7	41	24	72
Making content accessible	0	16	41	15	72
Designing assessments	0	10	47	15	72
Engaging students in learning	1	30	33	8	72
Monitoring student learning during instruction	2	29	32	9	72
Analyzing student work from an assessment	1	24	27	20	72
Using assessment to inform teaching	2	34	27	9	72
Using feedback to promote student learning	2	15	41	14	72
Monitoring student progress	2	22	35	13	72
Reflecting on learning	1	21	34	16	72
Understanding language demands	4	27	28	5	64*
Supporting academic language development	4	28	30	2	64*
Total	19	263	416	150	

\*WL did not receive scores

<b>2011-2012</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Total number of candidates</b>
Establishing a balanced instructional focus	0	3	40	21	64
Making content accessible	0	7	39	18	64
Designing assessments	0	9	44	11	64
Engaging students in learning	1	22	30	11	64
Monitoring student learning during instruction	0	26	31	7	64
Analyzing student work from an assessment	0	18	35	11	64
Using assessment to inform teaching	4	29	24	7	64
Using feedback to promote student learning	3	16	33	12	64
Monitoring student progress	2	26	30	6	64
Reflecting on learning	2	17	33	12	64
Understanding language demands	0	28	29	3	60*
Supporting academic language development	0	30	29	1	60*
<b>Total</b>	<b>12</b>	<b>231</b>	<b>397</b>	<b>120</b>	

\*WL did not receive scores

#### STEP Elementary 2010-2011

<b>PACT: Literacy</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Total number of candidates</b>
Establishing a balanced instructional focus	0	1	19	3	23
Making content accessible	0	4	13	6	23
Designing assessments	0	5	14	4	23
Engaging students in learning	0	5	14	4	23
Monitoring student learning during instruction	0	6	14	3	23
Analyzing student work from an assessment	2	7	12	2	23
Using assessment to inform teaching	1	14	7	1	23
Using feedback to promote student learning	0	8	13	2	23
Monitoring student progress	0	5	13	5	23
Reflecting on learning	0	6	14	3	23
Understanding language demands	0	11	12	0	23
Supporting academic language development	0	13	10	0	23
<b>Total</b>	<b>3</b>	<b>85</b>	<b>155</b>	<b>33</b>	

<b>Science CAT: 2010-11</b>	Level 1	Level 2	Level 3	Level 4	Total number of candidates
Analyzing student work from an assessment	0	4	6	13	23
Using assessment to inform teaching	0	3	10	10	23
Total	0	7	16	23	

<b>Mathematics CAT: 2010-11</b>	Level 1	Level 2	Level 3	Level 4	Total number of candidates
Analyzing student work from an assessment	0	9	13	1	23
Using assessment to inform teaching	0	15	7	1	23
Total	0	24	20	2	

<b>History &amp; Social Science CAT: 2010-11</b>	Level 1	Level 2	Level 3	Level 4	Total number of candidates
Establishing a balanced instructional focus	0	9	12	2	23
Making content accessible	0	15	8	0	23
Designing assessments	0	12	11	0	23
Total	0	36	31	2	

#### STEP Elementary 2011-12

<b>PACT: Literacy</b>	Level 1	Level 2	Level 3	Level 4	Total number of candidates
Establishing a balanced instructional focus	0	2	15	7	24
Making content accessible	0	4	10	10	24
Designing assessments	0	2	15	7	24
Engaging students in learning	0	6	13	5	24
Monitoring student learning during instruction	0	7	14	3	24
Analyzing student work from an assessment	0	6	9	9	24
Using assessment to inform teaching	0	10	10	4	24
Using feedback to promote student learning	1	1	18	4	24
Monitoring student progress	0	6	15	3	24
Reflecting on learning	0	7	9	8	24
Understanding language demands	1	7	12	4	24
Supporting academic language development	0	8	15	1	24
Total	2	66	155	65	

<b>Science CAT: 2011-12</b>	Level 1	Level 2	Level 3	Level 4	Total number of candidates
Analyzing student work from an assessment	0	13	9	2	24
Using assessment to inform teaching	0	10	13	1	24
Total	0	23	22	3	



<b>Mathematics CAT: 2011-12</b>	Level 1	Level 2	Level 3	Level 4	Total number of candidates
Analyzing student work from an assessment	0	6	7	11	24
Using assessment to inform teaching	0	16	7	1	24
Total	0	22	14	12	

<b>History &amp; Social Science CAT: 2011-12</b>	Level 1	Level 2	Level 3	Level 4	Total number of candidates
Establishing a balanced instructional focus	0	10	12	2	24
Making content accessible	0	12	12	0	24
Designing assessments	2	8	14	0	24
Total	2	30	38	2	

### PACT Scoring Process

*Number of Assessors:* In 2011, there were a total of six scorers for Multiple Subject candidates and 29 assessors for Single Subject candidates; in 2012 there were eight scorers for Multiple Subject candidates and 24 for Single Subject candidates. University Supervisors, who served as assessors, scored Teaching Events of candidates whom they had not supervised.

*Assessor Initial Training and Recalibration:* In 2011 and 2012, all assessors, new and experienced, were calibrated and attended two days of training and calibration. All Trainers were required to attend the Training of Trainers and to re-calibrate.

*Data on Reliability Related to Double Scoring:* In 2011, 12% of all Teaching Events submitted were double scored. In 2012, 10% were double scored. Inter-scorer agreements were at acceptable levels.

*Modifications made to assessor selection, training, and recalibration:* In 2011 and 2012 all scorers attended two days of training. New scorers had a two-hour introductory session, prior to the arrival of experienced scorers. The trainings of scorers of Multiple Subject PACTs and Single Subject PACTs were held on different days. This allowed the training to be completed just prior to the actual scoring being initiated. The benefits of experiencing training closer to the date of the actual scoring were apparent.

### **Summary of data: *Teacher candidate evaluations of summer school experience – 2012***

Teacher candidates responded to an on-line survey at the end of summer quarter. The survey prompts teacher candidates for their perceptions of the extent to which they were able to meet the goals of the summer school, the extent to which they had opportunities to observe teaching and learning in classrooms, and the extent to which they had opportunities to contribute to student growth and development.

STEP Secondary

The third year of our partnership with the Sunnyvale School District built upon the successes of last year. The district's administration team welcomed STEP's input and involvement in planning the summer program and in recruiting, interviewing and hiring the summer school principal and the teachers. As a result, 8 of the 18 teachers were STEP alumni or doctoral students and 3 of the Sunnyvale district teachers were returning teachers from last summer. With support from the district and STEP, the summer school faculty acquired a solid understanding and a deep commitment to their dual role and responsibilities as classroom teachers and mentors to the STEP teacher candidates.

Over the course of four weeks, 62 candidates worked with 18 experienced teachers, serving the learning needs of approximately 400 middle school students. Students attended school five days per week, with the exception of July 4<sup>th</sup>, for a total of 19 days of school. Teachers and STEP teacher candidates stayed until 2:15 on Mondays and Thursdays for debriefing and planning conversations. Most middle school students were assigned to two different two-hour classes in the following way: 1) English and Science, 2) History and Science, or 3) English and History. The students assigned to Mathematics classes spent their time exclusively in that content area in two classes of two hours each for the entire summer school. All students benefitted from the presence of at least two and in some cases three adults in the classrooms working with small groups, individuals and sometimes the whole class.

Based on feedback and on identified need from the previous summer, we invited Professor Maren Aukerman who teaches the STEP course *The Centrality of Literacies in the Content Areas*, to meet with the cooperating teachers and the teacher candidates during STEP's orientation week. This meeting enabled all teachers and candidates to clarify the goals of the work and the assignments they would be doing for their course during the final two weeks of summer school.

### STEP Elementary

The third year of the STEP/ Sunnyvale Elementary School District Summer Program 2012 was held at Bishop Elementary School in Sunnyvale. Planning for the summer school began in October 2011 when both partners agreed to continue the successful collaboration. The district administrative team and the STEP summer school team met several times to review the previous summer program and to enhance the 2012 program. Staff from STEP and the Sunnyvale District co-interviewed summer school teachers and selected 12 teachers committed to teaching students as well as mentoring STEP's beginning teachers. About 300 students, entering grades 1-5, 12 cooperating teachers and 24 STEP teacher candidates participated in the joint STEP-Sunnyvale summer program.

The Sunnyvale/STEP Summer School at Bishop Elementary School was organized in two blocks: 1) A concentrated focus on literacy development, including oral language; 2) A concentrated focus on numeracy development. The summer program began classes on Monday, July 2<sup>nd</sup> and concluded on Friday, July 27<sup>th</sup>, 2012. Classes met Monday–Friday from 8:00am-

12:15pm. STEP teacher candidates planned before school from 7:45-8:00 am on Thursday afternoons from 12:30-2:30pm with their cooperating teachers.

During the summer program teacher candidates accomplished the stated goals of the summer school and contributed to student growth and development by working intensively with individuals and small groups of students; focusing on literacy, math, and oral language strategies; getting to know their students as individuals; supporting the cooperating teacher in planning, implementing, and assessing learning; reflecting together with the cooperating teacher.

STEP staff met with the cooperating teachers four times during the four week program to debrief their experience, support the cooperating teachers in providing opportunities for graduated responsibility to the STEP students, and to provide mentoring support. STEP staff also received feedback from the cooperating teachers about the teacher candidates and the summer program.

#### Assessment of STEP Secondary and Elementary Teacher Candidates

STEP teacher candidates benefited from frequent feedback on their performances. Cooperating teachers, STEP staff and peers observed interactions in the classrooms and debriefed with STEP teacher candidates on a routine basis. At the end of summer school, cooperating teachers were asked to complete an *Assessment of Field Placement Experience and Participation* for each student teacher. This assessment served as documentation for student teachers' clinical placement for the summer quarter and was organized around the California Standards for the Teaching Profession. It emphasized conceptions of teaching and learning that underlie the pedagogical stance of STEP. Teacher candidates also filled out a self-assessment using the same document.

#### Surveys of the Summer School Experience: STEP Secondary and Elementary

Specific responses to questions regarding the stated goal of the joint summer school programs for both summers (2011 and 2012) and both programs (Secondary and Elementary) are offered below:

STEP Secondary

To what extent were you able to meet the goals for the join Summer School experience?

(1=Not at all; 5=To a large extent)

		<b>2011</b> (n=64)	<b>2012</b> (n=64)
<b>To get to know and work closely with middle school students</b>	<b>1-2</b>	0.0%	0.0%
	<b>3</b>	3.1%	3.2%
	<b>4-5</b>	96.9%	96.8%
<b>To collaborate with experienced teachers</b>	<b>1-2</b>	4.7%	3.2%
	<b>3</b>	10.9%	14.5%
	<b>4-5</b>	84.3%	82.3%
<b>To observe and assess students' growth and development in literacy, numeracy, and discipline</b>	<b>1-2</b>	3.2%	6.5%
	<b>3</b>	19.0%	17.7%
	<b>4-5</b>	77.8%	75.8%

Another goal of the Summer School experience was to give you the opportunity to observe teaching and learning in classrooms other than your own.

(1=Not at all; 5=Extremely useful)

		<b>2011</b> (n=64)	<b>2012</b> (n=64)
<b>How useful were these observations?</b>	<b>1-2</b>	0.0%	0.0%
	<b>3</b>	4.6%	4.8%
	<b>4-5</b>	95.4%	95.2%

To what extent did you have the opportunity to contribute to student growth and development by:

(1=Not at all; 5=To a large extent)

		<b>2011 (n=64)</b>	<b>2012 (n=64)</b>
<b>Working intensively with individuals and small groups of students</b>	<b>1-2</b>	0.0%	0.0%
	<b>3</b>	9.2%	1.6%
	<b>4-5</b>	90.8%	98.4%

To what extent did you have the opportunity to contribute to student growth and development by:

(1=Not at all; 5=To a large extent)

		<b>2011 (n=64)</b>	<b>2012 (n=64)</b>
<b>Focusing on literacy</b>	<b>1-2</b>	12.3%	14.5%
	<b>3</b>	35.4%	32.3%
	<b>4-5</b>	52.3%	53.2%

To what extent did you have the opportunity to contribute to student growth and development by:

(1=Not at all; 5=To a large extent)

		<b>2011 (n=64)</b>	<b>2012 (n=64)</b>
<b>Focusing on subject matter content</b>	<b>1-2</b>	0.0%	3.2%
	<b>3</b>	18.5%	14.5%
	<b>4-5</b>	81.5%	82.2%

STEP Elementary

To what extent were you able to meet the goals for the join Summer School experience?

(1=Not at all; 5=To a large extent)

		<b>2011</b> (n=24)	<b>2012</b> (n=24)
<b>To observe ways to develop classroom community</b>	<b>1-2</b>	12.5%	0.0%
	<b>3</b>	25.0%	12.5%
	<b>4-5</b>	62.5%	87.5%
<b>To get to know and to work closely with elementary school students and teachers</b>	<b>1-2</b>	0.0%	0.0%
	<b>3</b>	0.0%	4.2%
	<b>4-5</b>	100.0%	95.8%
<b>To collaborate with experienced teachers</b>	<b>1-2</b>	8.3%	0.0%
	<b>3</b>	12.5%	12.5%
	<b>4-5</b>	79.2%	87.5%
<b>To build connections between theory and practice and/or make connections between coursework and field placements</b>	<b>1-2</b>	0.0%	0.0%
	<b>3</b>	0.0%	4.3%
	<b>4-5</b>	100.0%	95.7%

Another goal of the Summer School experience was to give you the opportunity to observe teaching and learning in classrooms other than your own.

(1=Not at all; 5=Extremely useful)

		<b>2011</b> (n=24)	<b>2012</b> (n=24)
<b>How useful were these observations?</b>	<b>1-2</b>	8.3%	4.2%
	<b>3</b>	25.0%	29.2%
	<b>4-5</b>	66.6%	66.7%

To what extent did you have the opportunity to contribute to the following by working intensively with individuals and small groups of students:

(1=Not at all; 5=To a large extent)

		<b>2011</b> (n=24)	<b>2012</b> (n=24)
<b>Student academic growth and development</b>	<b>1-2</b>	0.0%	0.0%
	<b>3</b>	13.0%	8.7%
	<b>4-5</b>	87.0%	91.3%
<b>Student social/interpersonal growth and development</b>	<b>1-2</b>	0.0%	0.0%
	<b>3</b>	21.7%	27.3%
	<b>4-5</b>	78.3%	72.7%

To what extent did you have the opportunity to contribute to student growth and development by supporting the Cooperating Teacher in:

(1=Not at all; 5=To a large extent)

		<b>2011</b> (n=24)	<b>2012</b> (n=24)
<b>Planning lessons</b>	<b>1-2</b>	25.0%	16.7%
	<b>3</b>	33.3%	54.2%
	<b>4-5</b>	41.6%	29.1%
<b>Implementing lessons</b>	<b>1-2</b>	8.3%	0.0%
	<b>3</b>	16.7%	20.8%
	<b>4-5</b>	75%	79.2%
<b>Assessing lessons</b>	<b>1-2</b>	8.3%	0.0%
	<b>3</b>	12.5%	25.0%
	<b>4-5</b>	79.2%	75.0%

To what extent did you have the opportunity to contribute to student growth and development by:

(1=Not at all; 5=To a large extent)

		<b>2011</b> (n=24)	<b>2012</b> (n=24)
<b>Reflecting with members of your teaching team</b>	<b>1-2</b>	0.0%	4.2%
	<b>3</b>	16.7%	8.3%
	<b>4-5</b>	83.3%	87.5%

## 2) Summary of data: *Exit surveys of graduating teacher candidates*

STEP administers an annual survey of its graduating teacher candidates towards the end of the academic year. The survey focuses on candidates' perceptions of their experience in the following areas: their overall experience in STEP, the perceived usefulness of coursework, clinical placements, the quality of the supervisory, future plans, perspectives on teaching, perceptions of preparation, and preferences for teaching contexts.

We report selected responses to the survey questions for two cohorts of STEP 2011 and 2012. Data similar to the data we report are examined on a consistent basis to document program strengths and areas of growth.



Overall perceptions of the program

<b>Overall, did STEP meet the expectations you had coming in?</b>			
		<b>2011</b> (n=72)	<b>2012</b> (n=64)
<b>STEP Secondary</b>	<b>Did Not Meet Expectations</b>	6.0%	4.7%
	<b>Met Expectations</b>	55.2%	62.5%
	<b>Exceeded Expectations</b>	38.8%	32.8%
		<b>2011</b> (n=23)	<b>2012</b> (n=24)
<b>STEP Elementary</b>	<b>Did Not Meet Expectations</b>	0%	4.2%
	<b>Met Expectations</b>	56.5%	33%
	<b>Exceeded Expectations</b>	43.5%	62.5%

Overall Perceptions of Program Components - STEP Secondary

How helpful were the following aspects of STEP?

(1=Not very helpful; 2=Somewhat helpful; 3=Helpful; 4=Very Helpful; 5=Extremely Helpful)

		<b>2009</b> (n=63)	<b>2010</b> (n=62)	<b>2011</b> (n=72)	<b>2012</b> (n=64)
<b>Coursework</b>	<b>1-2</b>	14.3%	1.6%	5.6%	3.1%
	<b>3</b>	30.2%	16.1%	23.6%	15.6%
	<b>4-5</b>	55.6%	82.3%	70.9%	81.3%
<b>Placement</b>	<b>1-2</b>	4.8%	1.6%	4.2%	4.7%
	<b>3</b>	14.3%	11.3%	6.9%	6.3%
	<b>4-5</b>	81%	87.1%	88.9%	89%
<b>Supervisory</b>	<b>1-2</b>	3.2%	8.0%	11.1%	1.6%
	<b>3</b>	17.5%	14.5%	15.3%	15.6%
	<b>4-5</b>	79.4%	77.4%	73.6%	82.8%

## Overall Perceptions of Program Components - STEP Elementary

How helpful were the following aspects of STEP?

(1=Not very helpful; 2=Somewhat helpful; 3=Helpful; 4=Very Helpful; 5=Extremely Helpful)

		<b>2009</b> (n=22)	<b>2010</b> (n=22)	<b>2011</b> (n=23)	<b>2012</b> (n=24)
<b>Coursework</b>	<b>1-2</b>	4.3%	4.5%	4.3%	0%
	<b>3</b>	40.9%	18.2%	4.3%	0%
	<b>4-5</b>	59%	77.3%	91.3%	100%
<b>Placement</b>	<b>1-2</b>	0%	4.5%	0%	0%
	<b>3</b>	13.6%	4.5%	0%	0%
	<b>4-5</b>	86.3%	90.9%	100%	100%
<b>Supervisory</b>	<b>1-2</b>	18.2%	13.6%	17.4%	20.8%
	<b>3</b>	22.7%	18.2%	26.1%	29.2%
	<b>4-5</b>	59.1%	68.2%	56.5%	50.0%

The following table includes both STEP Elementary and STEP Secondary candidates and reflects the 2012 academic year:

Indicate your confidence in the following aspects of your teaching:

(1=not at all confident; 2=slightly confident; 3=moderately confident; 4=quite confident; 5=very confident)

		<i>Entry</i> (n=91)	<i>Exit</i> (n=88)
<b>Plan effective lessons that support student learning</b>	<b>1-2</b>	18.7%	1.1%
	<b>3</b>	41.8%	11.4%
	<b>4-5</b>	39.6%	87.5%
<b>Motivate students to participate in academic tasks</b>	<b>1-2</b>	13.2%	2.3%
	<b>3</b>	42.9%	21.6%
	<b>4-5</b>	44.0%	76.1%
<b>Create learning experiences that are meaningful to students</b>	<b>1-2</b>	12.1%	1.1%
	<b>3</b>	35.2%	11.4%
	<b>4-5</b>	52.8%	87.5%
<b>Effectively address classroom management issues</b>	<b>1-2</b>	33.0%	8.0%
	<b>3</b>	41.8%	35.2%
	<b>4-5</b>	25.3%	56.9%
<b>Facilitate learning for ALL your students</b>	<b>1-2</b>	44.0%	11.3%
	<b>3</b>	35.2%	31.8%
	<b>4-5</b>	20.9%	56.8%
<b>Develop a strong rapport with your students</b>	<b>1-2</b>	7.7%	1.1%
	<b>3</b>	25.3%	10.2%
	<b>4-5</b>	67.1%	88.6%

<b>Teach students with different cultural backgrounds from your own</b>	<b>1-2</b>	11.0%	0.0%
	<b>3</b>	31.9%	8.0%
	<b>4-5</b>	57.2%	92.0%
<b>Meet the needs of special education students</b>	<b>1-2</b>	62.7%	10.2%
	<b>3</b>	25.3%	40.9%
	<b>4-5</b>	12.1%	48.9%
<b>Follow the necessary procedures if you believe a student has a disability</b>	<b>1-2</b>	48.4%	10.2%
	<b>3</b>	27.5%	22.7%
	<b>4-5</b>	24.2%	67.1%
<b>Effectively support students who are English language learners</b>	<b>1-2</b>	36.3%	3.4%
	<b>3</b>	31.9%	23.9%
	<b>4-5</b>	31.9%	72.7%
<b>Address the learning needs of students who struggle with behavioral issues in school</b>	<b>1-2</b>	50.6%	8.0%
	<b>3</b>	33.0%	42.0%
	<b>4-5</b>	16.5%	50.0%
<b>Effectively work with mandated public school curricula</b>	<b>1-2</b>	19.8%	4.5%
	<b>3</b>	42.9%	21.6%
	<b>4-5</b>	37.4%	73.9%
<b>Identify and secure additional resources for your students from the school, district, or community</b>	<b>1-2</b>	29.7%	12.5%
	<b>3</b>	36.3%	35.2%
	<b>4-5</b>	34.1%	52.2%

### 3) Summary of data: Survey of STEP Alumni 2002-2011

During the past year, we have been engaged in completing and updating a new database of alumni who graduated from STEP from the year 2000 to the present. We have been successful in locating and contacting alumni through email and various social networks. We are reporting preliminary results of a survey administered during summer 2012. This survey includes both Single Subject and Multiple Subject teachers who are STEP graduates.

**Alumni Survey 2007-2011**

<b>Professional Role</b>	<b>N</b>	<b>% of Total Respondents</b>
Classroom teacher (pre-K-12)	340	85.6%
Field of education, not primarily classroom	23	5.8%
Employed or studying outside the field of education	26	6.5%
Not currently employed	8	2.0%
Total	397	100
Total 5 Years/ Rate of Return	424	93.6%

**Alumni Survey 2002-2011**

<b>Professional Role</b>	<b>N</b>	<b>% of Total Respondents</b>
Classroom teacher (pre-K-12)	500	74.5%
Field of education, not primarily classroom	84	12.5%
Employed or studying outside the field of education	59	8.8%
Not currently employed	28	4.2%
Total	671	100
Total 10 Years/ Rate of Return	773	86.8%

**Alumni Survey 2007-2011**

<b>School Context of Those Currently Teaching</b>	<b>N</b>	<b>% of Total Respondents</b>
Public school (non-charter)	197	57.9%
Public school (charter)	103	30.3%
Private school	35	10.3%
Other	5	1.5%
Total	340	100

**Alumni Survey 2002-2011**

<b>School Context of Those Currently Teaching</b>	<b>N</b>	<b>% of Total Respondents</b>
Public school (non-charter)	297	59.4%
Public school (charter)	126	25.2%
Private school	66	13.2%
Other	11	2.2%
Total	500	100

## **II. and IV. Analysis of key assessment data and implications of findings**

### **1) Performance Assessment for California Teachers (PACT)**

In **2011** one CAT was re-submitted and one Single Subject candidate successfully re-submitted one section of their Teaching Event. One Single Subject (Mathematics) candidate failed the Teaching Event and resubmitted in 2012. The candidate again failed to achieve a passing score.

In **2012** all candidates in Multiple Subject and Single Subject cohorts passed the PACT Teaching Event without any re-submissions being required. One candidate was required to resubmit a CAT.

Candidates' experiences at the university and the field benefit from university instructors and clinical staff contributing to program coherence leading to strong results on the PACT Teaching Event. We continue to strengthen our work in areas where some candidates have experienced difficulty in achieving scores that are as high as in other tasks, i.e., assessment and development of academic language.

In 2012 a new course was added to the STEP Multiple Subject curriculum entitled *Foundations of Academic Language*. The course was designed to enhance the candidates' knowledge base and skills in working with English Language learners in mainstream elementary classrooms. Overall, including the bilingual candidates, the mean scores for the two academic language rubrics on the PACT Teaching Event/ Multiple Subjects increased.

Also in 2012, university supervisors participated in professional development sessions dedicated to enhance their support for candidates in working with English Language learners and developing academic language. This professional development also increased the supervisors' own understanding the concept of language demand and how this relates to the scoring of the Teaching Events. There was a continued focus on developing Single Subject candidates understanding of language demands and language supports. In 2012, all Single Subject candidates scored at level 2 and above on both Academic Language rubrics.

The challenges and recommendations stated in the previous Biennial Report have been addressed with the following outcomes:

- Only one candidate in STEP Elementary and two candidates in STEP Secondary were required to re-submit the Teaching Event due to their work including identifying data.
- All trainers and scorers were calibrated.
- In 2011 and 2012, scorer training for both Multiple Subject and Single Subject scorers was completed as close as possible to the scoring date. Previously, the time lapse was more extensive, sometimes a number of weeks, between the training and the actual scoring.

- Candidates received clear guidelines for the submission of video clips and these were adhered to. Scorers also received help on viewing videos. In 2012 there was only one case in which opening the video became a problem for the scorer.

When reviewing the process for 2011 a major focus of our discussion was the move to a digital platform for the submission and scoring of the PACT Teaching Events. We are planning on using TK20 as our platform for submission and scoring in 2013.

## **2) Teacher candidate evaluations of summer school experience**

Responses to the summer school survey attest to high levels of learning and quality clinical experiences for STEP teacher candidates. To a large extent, these outcomes are the result of deep work preparing the sites and the curriculum, as well as the careful selection of cooperating teachers.

### **STEP Secondary**

Curriculum planning and curricular decisions were made starting in March, 2012 in collaboration with STEP resources, and with the Sunnyvale administration team. A commitment from the district to have at least one STEP-associated lead teacher in each subject area greatly impacted the teaching and learning of the students and STEP teacher candidates, and helped the teacher candidates to make connections to the courses at the university. The planning for summer included two days of professional development and meetings in May and June for all subject area teachers, and an extra workshop for science teachers at Stanford on June 8<sup>th</sup>, to work with Professor Shelley Goldman and her team of STEM educators. Math teachers also attended professional development workshops through the Silicon Valley Educational Foundation and ALearn.

### **The Science Curriculum**

An exciting feature of this year's summer school was a new curriculum taught in all science classes. This curriculum developed under the auspices of an NSF grant was part of Professor Goldman's work at the Stanford University School of Education. The curriculum, *Get Wet! An Integrated Design Thinking/STEM Curriculum* provided an integrated approach to building science, technology, engineering and math knowledge and skills while engaging students in both identifying and in solving problems in their communities and in the world. The focus was water conservation. Students had the opportunity to dive into a range of high-energy activities as they solved water-based challenges. They were immersed in learning about water conservation, drought, purification, recycling, patterns of use, and products that have been designed for developing countries. They learned how to conduct user interviews, do observations and develop empathy. They participated in brainstorming techniques that ultimately led to creating their own innovative solutions to the problems they identified. Students left the summer program with the creative confidence to solve problems in innovative, human-centered ways; with a greater understanding of the role of water in the world; and with a newfound interest in careers in



science, technology, engineering and mathematics.

### Mathematics

The mathematics program was part of a countywide summer program led by ALearn, a non-profit organization supported by the Silicon Valley Educational Foundation. Sunnyvale students participated in two programs titled *Math Acceleration Program* (MAP) and *Step Up To Algebra* (SUTA) from America's Choice Navigator series. These programs were designed for students who scored either at the "basic" level or at the low end of "proficient" on the STAR test. The goal of the program was getting these students ready to do well in Algebra in the future. The math curricula for seventh and eighth grade students included modules on Fractions, Rational Numbers, and Understanding Word Problems. One significant change in the math program for this summer was an effort by our summer staff and supported by ALearn and SMS district administrators to incorporate more student centered activities and cooperative group work into the classrooms, and to involve the STEP teacher candidates in implementing a greater variety of non-routine problems to add to the Navigator math modules from the America's Choice curriculum. As a result, the grade 7 math classes were able to add to the standard materials to help students meet the same overarching learning goals for summer. These focused primarily on skills and concepts related to rational numbers and problem solving strategies.

### Language Arts

In the Language Art classes, teachers and students used curricula developed by this year's English cooperating teachers. Students in grades 7 and 8 read *Hoot* and 6<sup>th</sup> grade students read *Maniac Magee*. Students also worked extensively on developing and/ or strengthening their writing skills. A main area of focus for all Language Arts classes was the study of theme and thesis.

### History

The history classes studied the Reconstruction Period in American history. The curriculum covered content detailed in the *History-Social Science Content Standard for California Public Schools* and focused on the development of historical thinking: the ability to interpret, compare, and evaluate different types of primary source documents. Students explored two primary unit questions *What is Freedom?* and *Was Reconstruction Successful?* through a series of inquiry-based lessons organized around the political, social, and economic issues that defined the United States in the years following the Civil War.

### Exhibitions and Assessments

All summer school courses culminated in final exhibitions of the students' work. These exhibitions also served as authentic performance assessments and were displayed during the final week of summer school. The Exhibition Day on July 27<sup>th</sup>, and the Math Exhibitions in the evening of July 26<sup>th</sup> were highlights of the summer school for the students, their teachers, and the teacher candidates.

Pre- and post- assessments of the key learning goals for summer were administered to the students. The students received an end-of-summer progress report from each of their teachers, which gave them and their families' feedback about their success in meeting specific standards.

They also received feedback about their performance in the area of social and personal responsibility during summer school. This summer, the final progress report for students included an improved rubric, created in collaboration with the SMS Principal and STEP's Clinical Associates.

### STEP Elementary

The five recommendations by the teachers and/or the teacher candidates after the 2011 Summer School Program were successfully implemented in Summer 2012.

- 1) More planning time was built into the schedule.
- 2) The observation schedule was clarified and planned for the teacher candidates and cooperating teachers to provide more opportunities for teacher candidates to visit classrooms.
- 3) The assessment tools were discussed during the planning of summer school.
- 4) Communication with the after-school summer camp contributed to reducing the noise during the STEP afternoon classes.
- 5) The role of supervisory for the teacher candidates was clarified and communicated to the cooperating teachers.

Overall, the following recommendations are stated for the Summer School Program (both Secondary and Elementary) for Summer 2013:

- 1) Continue the four week summer school program.
- 2) Review the literacy curriculum for the Secondary Summer School
- 3) Redesign assessment tools for elementary and middle school students to be both summative and formative.
- 4) Recruit regular classroom teachers as summer school substitute teachers.

The partnership between STEP and the Sunnyvale Elementary School District is an excellent model of collaboration between a district and a university. We are excited to continue this productive joint program next summer.

### **3) Exit Survey of STEP Graduates 2011 and 2012**

Being part of STEP has consistently met or exceeded candidates' expectations. Well over 90% and in some cases close to 100% of graduates in both STEP Elementary and STEP Secondary reported that the program met or exceeded their expectations.

In STEP Secondary, the majority of graduates consistently reported that they perceived the three components of the STEP curriculum (coursework, clinical placement and weekly supervisory meetings) as very or extremely helpful in preparing them to be successful teachers.

In STEP Elementary, all graduates (100%) perceived the coursework and the clinical placement to be very or extremely helpful. In contrast, around 50% of candidates perceived the weekly supervisory as very or extremely helpful. We are exploring the individual data to report about the perceived strengths and constraints in the supervisory experience and what we can do to enhance it.

Overall, graduates report increased confidence in the various aspects of teaching. While some items are rated lower than others (e.g., classroom management, working with students with special needs), they reflect aspects of teaching that are often challenging for novices.

The results of the exit surveys are submitted yearly to the STEP Steering Committee and to STEP faculty and staff. The biennial reports are submitted to the Dean and the Associate Deans of the School of Education. They serve as impetus for productive conversations, program evaluation and subsequent plans for programmatic changes and enhancements.

Our comparison of the key questions over the four years reflects the stability in the high quality of the program recognized during the accreditation site visit. While we constantly adjust and enhance, we have found a good balance between sustaining what has worked and strengthening what needed to be strengthened.

On-going feedback from candidates and supervisors, from partner school administrators and cooperating teachers serves to strengthen and improve clinical placements and professional relationships with schools. We are working on recruiting more and more STEP alumni to become cooperating teachers to make the connections between university coursework and practice smoother and more coherent. We are supporting the supervisors through continued professional development and are keeping them informed about course assignments, candidates' academic performances so as to improve the support they can provide to their supervisees.

We are constantly examining the relationships between STEP and K-12 schools who partner with us in preparing new teachers. Our goal is to provide teacher candidates with solid theoretical knowledge and strong practical experiences, thus preparing them well for the next stage of their professional careers. All our STEP 2011 and STEP 2012 graduates who were ready to take on full time positions were under contract by the start of the school year.

#### **4) Surveys of STEP Alumni 2002-2011**

We embarked in a major effort to update the STEP alumni database and secured funding for a consultant to manage the growing database and perform basic analyses. As shown in the summary of data above, the rate of responses to the survey is above average for similar surveys. At this point in time, the rate of response for alumni who graduated between 2007 and 2011 is an impressive 94%, and the rate of alumni who graduated in the past ten years is 87%. Eighty six percent of graduates 2007-2011 are classroom teachers and 75% of graduates 2002-2011 are teaching in preK-12 classrooms. These numbers are significantly higher than national averages.

We foresee expanding this work in the future to find out more about the professional pathways of our graduates, the context and the effectiveness of their work in schools and more generally in the field of education. We are also looking forward to documenting the leadership opportunities and positions that STEP alumni hold.