

Stanford Teacher Education Program - Program Assessment  
Program Summary

**Program Design**

The Stanford Teacher Education Program (STEP) is a 12-month graduate program of the Stanford University Graduate School of Education (GSE). Stanford is a private, non-denominational, residential institution. STEP provides the only professional degree program within the GSE. STEP offers candidates a Master of Arts in Education degree and either a California Multiple Subject credential (with an option to also earn a Bilingual Authorization in Spanish) or a 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. Professors Peter Williamson and Ira Lit direct STEP Secondary and STEP Elementary, respectively, and are members of the university's academic council. Ruth Ann Costanzo, an exempt staff member, serves as director of clinical work K-12.

STEP aims to cultivate teacher leaders who share a set of core values that includes a commitment to social justice, an understanding of the strengths and needs of a diverse student population, and a dedication to equity and excellence for all students. STEP takes an approach to teaching and learning that is sensitive to the family, community, and political contexts of education; focused on the needs and development of diverse learners; and grounded in the study of subject matter that enables inquiry, critical thinking, problem solving, and high academic achievement. In addition, STEP's programmatic design is guided by the principle that educators learn by studying, doing, and reflecting; by collaborating with other professionals; by looking closely at pupils and their work; and by sharing what they see. The intersection of theory and practice occurs most productively when questions arise in the context of schools and with pupils, informed by research and disciplined inquiry. STEP, therefore, brings together university- and school-based curricula. This design integrates the many areas of knowledge that inform effective teaching and provides opportunities for observing, planning, and practicing pedagogical approaches in multiple clinical contexts.

The GSE provides supervision and support to STEP. Annually, the Dean of the GSE appoints a Faculty Steering Committee to serve the needs and interests of STEP and to monitor progress on behalf of the School and the faculty as a whole. STEP directors, the STEP Steering Committee, and deans monitor, assess, and evaluate unit operations. STEP directors meet weekly to confer about a range of issues related to unit operations, including: program staffing levels and personnel, program budget, field supervision, school partnerships, course instruction, advising, and overall assessment system. One of the STEP directors, currently Ira Lit (STEP Elementary), serves on the GSE Area Chairs in Education (ACE) committee to represent STEP's needs and interests, as STEP sits across the three GSE area committees. Furthermore, faculty who teach in STEP are represented in each of the GSE area committees and bring STEP's interests to the wider faculty in area committee meetings as well as in the meetings of the whole GSE faculty.

The STEP Secondary and Elementary directors also convene separate quarterly meetings for all of the people who teach in STEP, including GSE faculty, doctoral candidates, and adjunct instructors from the field. These STEP Secondary Instructors' Meetings and STEP Elementary Advisory Meetings facilitate a wide range of conversations and activities in support of program coherence, program planning, monitoring of program progress and development, new initiatives, and the like. In addition, several structures support the engagement of and communication with program supervisors and school and district personnel. For example, supervisors attend required monthly professional development meetings; cooperating teachers attend onboarding meetings, three-way meetings at the start of each quarter, and twice-yearly Dine and Discuss events at Stanford; and

Stanford Teacher Education Program - Program Assessment  
Program Summary

school personnel (cooperating teachers and principals) are participate in regular “check ins,” including lunch-time gatherings and end of semester meetings, to elicit feedback and ideas for program improvement.

Partners also collaborate in developing and reviewing program policies and practices. STEP consults with both subject matter providers and school personnel in designing its recruitment efforts and in developing advising plans and new curriculum initiatives. The ongoing evaluation of STEP’s curriculum is also informed by feedback from clinical partner schools. Furthermore, based on partners’ feedback, STEP continues to refine the process of selecting field placements to provide candidates with meaningful clinical experiences. Considerations related to the master schedule of the schools have also become a part of the conversation between STEP and the field sites.

Finally, there have been a few notable programmatic modifications in the past two years: In June 2014, Dr. Rachel Lotan stepped down as the director of STEP Secondary, and in January 2015, Dr. Peter Williamson assumed leadership of that program. Also, during the 2012-2013 school year STEP introduced *EDUC388F: Introduction to Academic Language* for Multiple Subject candidates (all). The course was added to the STEP “Pre-Fall” quarter (mid-August to mid-September) in order to provide candidates with a theoretical introduction to academic language upon which later classes in the STEP curriculum sequence build. In 2015-2016, STEP made modest changes to its course schedule. STEP moved *EDUC299: Equity and Schooling* from the summer to the “Pre-Fall” term and expanded the number of sessions from 8 to 9. *EDUC246B: Secondary Teaching Seminar*, which was previously offered during Pre-Fall, was moved to the Fall. *EDUC244: Classroom Management* (Secondary) was moved to the Pre-Fall quarter from the Fall. Additionally, *EDUC285: Supporting Students with Special Needs*, a Spring quarter class, was extended by 1 hour per class, for a total of 10 additional hours of instructional time.

**Course of Study (Coursework and Fieldwork)**

Course sequences for Single Subject and Multiple Subject candidates (all) address key content areas and support the development of candidates’ pedagogical content knowledge and skills. The curriculum includes five strands of coursework: Curriculum & Instruction, Social & Psychological Foundations, Language & Literacy, the Teaching Seminar, and Additional Pedagogical Strategies (see STEP curriculum grid—[Secondary](#) and [Elementary \(all\)](#)).

Single Subject candidates are required to complete a series of content-specific candidates’ curriculum and instruction (C&I) courses in which candidates study, practice, and demonstrate competence in the knowledge and skills necessary for effective instruction of all learners, including lesson design, formative and summative assessment practices, and instructional strategies. Similarly, in their C&I courses, Multiple Subject (all) candidates design and implement learning segments of increasing duration, depth, and complexity to demonstrate their emerging pedagogical content knowledge, particularly in literacy and mathematics.

The following additional courses support and assess candidates’ capacity to effectively meet the diverse needs of all learners: *EDUC246A-H: Secondary Teaching Seminar* and *Elementary Teaching Seminar*, *EDUC285: Supporting Students with Special Needs* (Multiple Subject (all)/ Single Subject), and, for STEP Secondary, in *EDUC289: The Centrality of Literacies in Teaching and Learning* and *EDUC284: Teaching and Learning in Heterogeneous Classrooms*. Additionally, *EDUC285: Supporting Students with Special Needs* (Multiple Subject (all)/ Single Subject) focuses

## Stanford Teacher Education Program - Program Assessment Program Summary

on the developmental variations among children and implications for teaching and learning. Single Subject candidates also complete *EDUC240: Adolescent Development and Learning*, which focuses on principles of adolescent development and learning in family, school, and community contexts. Multiple Subject candidates (all) complete *EDUC283: Child Development in and Beyond Schools*, which provides an introduction to schools as contexts for development.

Multiple Subject candidates (all) are further prepared to understand, diagnose, and meet the language needs of a variety of students across the curricula in *EDUC388A: Language Policies and Practices*, *EDUC388F: Foundations of Academic Language* (for candidates preparing for English-language classrooms) and in *EDUC264E: Métodos y Materiales en los Salones Bilingües* (for candidates in the Spanish bilingual authorization pathway). Secondary candidates are first introduced to research-based content literacy instruction in *EDUC289: The Centrality of Literacies in Learning & Teaching*, and like Multiple Subject candidates (all), Single Subject candidates also complete *EDUC388A: Language Policies and Practices*, in which they learn and practice methods to facilitate and measure ELLs' growth in language and literacy acquisition. Multiple Subject candidates pursuing a bilingual (Spanish) authorization credential complete *EDUC264E: Métodos y Materiales en los Salones Bilingües*. This course is taught in Spanish and English and lays the groundwork for teaching in a Spanish bilingual education classroom. Candidates who pursue this option are still required to complete all of the regular requirements for the Multiple Subject credential, including *EDUC388A: Language Policies and Practices*.

STEP combines a full year of student teaching with 48 units of graduate coursework. Candidates are placed in public schools<sup>1</sup> for the entire school year, beginning with a summer school experience in STEP's co-designed program with the Sunnyvale School District. During the academic year, candidates complete university coursework while concurrently participating in field placements in local elementary and secondary schools. Beginning in August or September, Single Subject candidates complete a year-long placement where they spend approximately 20 hours per week. Multiple Subject candidates (all) divide the academic year between two placements, one from August-December and the other from January-June, which provide experiences with students in different grades and developmental stages. Like their Single Subject counterparts, Multiple Subject candidates (all) spend approximately 20 hours per week in their placements, returning to campus on Fridays for instructional modules. Candidates in the bilingual authorization pathway complete their fieldwork in bilingual classrooms alongside a bilingual credentialed cooperating teacher.

In candidates' fieldwork, clinical supervisors provide the most regular and direct support and advisement in regards to candidates' clinical placements and professional and personal growth. The clinical supervisors include practicing elementary and secondary teachers, retired teachers, doctoral candidates, teaching scholars with advanced degrees in education, and administrators and educators published in their fields. All supervisors are experienced classroom practitioners with a minimum of three years of public school teaching experience and with a credential in the field they supervise. Supervisors support candidates through weekly supervisory groups and through formal and informal observations. Cooperating teachers are district-based supervisors who possess the expertise and experience to be effective mentors and who understand graduated responsibility. All cooperating teachers are credentialed in their fields, and many have earned advanced degrees and/or National

---

<sup>1</sup> Occasionally, 1-3 candidates per year are placed at Eastside College Preparatory School, an independent school that serves students from low-income communities and in which all students are scholarship recipients.

Stanford Teacher Education Program - Program Assessment  
Program Summary

Board certification. Additionally, the directors for STEP Elementary (all) and STEP Secondary serve as candidates' primary academic advisors. STEP faculty directors provide a wide range of close support, guidance, and progress monitoring for all candidates throughout the year.

**Assessment of Candidates**

Candidates are introduced to both the Teaching Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs) during the first week of STEP, and throughout the year candidates have opportunities to build their knowledge, understanding, and professional practices, and to receive feedback in their coursework and clinical placements, in support of developing the competency requirements specified in STEP's standards. STEP both summatively and formatively assesses candidates throughout the year to measure their progress towards Commission-adopted competency requirements at key checkpoints.

STEP faculty use formative and summative assessments to gauge candidates' mastery of course objectives, which are aligned with the TPEs and CSTPs. Final course grades and key assignments reflect candidates' progress. Candidates' performance in their clinical work also contributes to their grades for *EDUC246A-D: Secondary Teaching Seminar* and *EDUC246E-H: Elementary Teaching Seminar*. Therefore, the CSTPs and TPEs are woven into candidates' instruction and assessment throughout STEP. As a result, candidates have opportunities to develop the competencies needed to meet the diverse needs of their students, across the relevant academic content areas.

In addition, the CSTPs and the TPEs guide the supervision of candidates in the field, as university supervisors and cooperating teachers use a standards-based observation protocol to assess candidates' progress over the four quarters of STEP. In their placements, candidates receive extensive feedback from their supervisors and cooperating teachers in at least nine formal observation cycles across three quarters and through many additional informal observations. These nine observations provide regular assessment points for candidates to receive feedback on their professional dispositions and growth, and serve as the basis of the quarterly assessments. Used by both university supervisors and cooperating teachers, the quarterly assessments are a formal assessment tool, based on the CSTPs, that guide professional evaluation and feedback for the candidates at the end of each quarter. In turn, the quarterly assessments provide insight into candidates' professional development with regard to instruction and their professional disposition.

The capstone assessment for all candidates is the Performance Assessment for California Teachers (PACT), which requires candidates to assemble documentation of and reflect on their teaching practice. The PACT assesses candidate performance in light of the TPEs. Single Subject candidates present evidence in the content area for which they are being credentialed; Multiple Subject candidates (all) document their teaching of Literacy, Mathematics, History/Social Science, and Science. Candidates for the Single Subject credential complete the PACT Teaching Event (TE) during the independent student teaching phase of their yearlong field placements, supported by a series of assignments in their spring *EDUC246D: Secondary Teaching Seminar*. Multiple Subject candidates (all) collect information in support of the PACT in both their early elementary and upper elementary placements. Multiple Subject candidates (all) are supported in the PACT Teaching Event by assignments in *EDUC246H: Elementary Teaching Seminar* course. Multiple Subject candidates (all) must also pass the Reading Instruction Competence Exam (RICA). In addition, candidates in the bilingual authorization pathway track must also pass the CSET LOTE exams in both Language and Culture during or prior to the STEP year.