

Standard 1: Educational Leadership

Standard 1.1

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.

In 1998 Professor Linda Darling-Hammond assumed the role of faculty adviser to STEP, and she and Dr. Rachel Lotan, then-director of STEP Secondary, collaborated with faculty in the Graduate School of Education (GSE) to develop a conceptual framework for STEP that drew upon current scholarship about teaching, learning, and teacher education, as well as adopted state standards and curriculum frameworks. In the intervening years, the [STEP conceptual framework](#) has since been revised several times to include significant programmatic changes and emerging scholarship in the field. The current version of [STEP's Conceptual Framework](#) as well as the [STEP Mission Statement](#) outlines the program's vision for teacher education. The program's [Conceptual Framework](#) articulates a vision of teacher education programs that builds from the research literature on effective teacher preparation, summarized by several essential design principles: The quality of outcomes of teacher education programs is related to...

- the quality of connections between scholarship and clinical practice in the program's curriculum,
- the strength of the joint work of the university and the school partners,
- the extent of the program's efforts to address issues of equity and excellence in schools and at the university,
- the level of programmatic coherence.

STEP uses criteria for candidates' performance that are aligned with national, state, and institutional standards. [STEP's Conceptual Framework](#) directly addresses and incorporates the California Standards for the Teaching Profession (CSTPs) and the Teaching Performance Expectations (TPEs), as it provides a vision of teacher education in which candidates have opportunities to learn, practice, and demonstrate mastery the skills and dispositions needed to effectively support all learners. To inform the focus on developing pedagogical content knowledge in the disciplines, STEP draws upon California's adopted curriculum standards and curriculum frameworks, as well as national content standards. Taken together, these standards articulate what it means to be a professional educator and what effective teachers must know and be able to do.

Standard 1.2

The vision provides direction for *programs, courses, teaching, candidate performance* and experiences, *scholarship, service, collaboration, and unit accountability*.

As demonstrated in the [Conceptual Framework](#), STEP has articulated a clear guiding vision of teacher education **for all of STEP's programs** (Single Subject, Multiple Subject, Multiple Subject + bilingual (Spanish) authorization). STEP's [Conceptual Framework](#) includes considerations relevant to candidates' coursework, clinical work, scholarship and service, performance assessments, as well as unit accountability.

COURSES AND TEACHING

An underlying tenet of STEP is that the outcomes of a teacher education program are related to the extent to which the teacher candidate finds the program coherent. A coherent program provides the teacher candidate with coursework, assignments, and experiences that build on one another and relate to one another. To that end, in the [Conceptual Framework](#), we outline a vision in which coursework and clinical work are fully integrated, each providing opportunities for teacher candidates to draw on theories from and experiences within the other. The [Conceptual Framework](#) also articulates the importance of a depth of subject matter knowledge and pedagogical content in the preparation of effective teachers, as well as the importance of foundational knowledge of human development, learning, assessment, and knowledge of families, communities and related contexts, all of which serve to guide the program coursework.

CANDIDATE PERFORMANCE AND EXPERIENCES

As described in the [Conceptual Framework](#) STEP's assessment system is aligned with adopted program standards and content standards, and these state standards are woven throughout both formative assessments and summative assessments in the program (e.g., quarterly assessments; PACT). Candidate experiences in STEP classes and in clinical work support their learning, and pedagogical practices and follow from the TPEs and CSTPs. Thus, state standards are directly incorporated into candidates' experiences and assessments throughout the STEP year.

SCHOLARSHIP AND SERVICE

The STEP curriculum is built on research-based best practices in teacher education. In the [Conceptual Framework](#), we articulate the centrality of scholarship in the education and training of our teacher candidates. Similarly, the program is committed to preparing educators who hold professional dispositions, are ready to contribute to a professional community, and assume the full responsibilities of the profession. To that end, the [Conceptual Framework](#) outlines a vision of a teaching practice situated in the belief that teaching necessarily entails service to one's students, school, and professional community.

COLLABORATION

STEP's conceptual framework is grounded in a commitment to equity—that the professional responsibility of teachers is to shape learning experience in which all students have equitable access to the curriculum and productive learning outcomes. The [Conceptual Framework](#) also recognizes that the work of preparing the next generation of excellent teachers is the *joint work* of the university and its key partners. Thus STEP works in conjunction with partnering teachers, schools, districts, and employers in the design, implementation, evaluation, and refinement of its programs. In addition, as collaboration is a central component of STEP's guiding vision, teacher candidates are prepared in ways

that foster and facilitate their own orientation to collegiality and collaboration--with school-based colleagues, other teacher candidates, K-12 students, and their students' families and communities.

UNIT ACCOUNTABILITY

STEP is responsive and accountable to a range of key stakeholders: relevant California policies and practices via the CTC; Stanford University, the GSE and its faculty; the teaching profession, as articulated through the CSTPs and relevant scholarship and practice in the field; our school partners; our students; and our alumni. As a degree-granting program with the Stanford Graduate School of Education, STEP adheres to the GSE's policies and standards aligns its work with the mission of the GSE and that of the University. Moreover, as discussed in the [Conceptual Framework](#), STEP has incorporated state-adopted standards in its coursework, clinical experiences, and candidate assessments, and utilizes a range of evaluative data to inform programmatic accountability and refinement.

Standard 1.3

The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs.

STEP stakeholders include GSE faculty and staff; partnering schools, districts, and CMOs; district-based cooperating teachers; and university-based supervisors; all of whom support candidates' clinical work. STEP provides avenues for these stakeholders to engage in the organization, coordination and governance of the program.

The following **Organizational Chart** locates the governance and reporting structure for STEP within the Stanford GSE (see [STEP Organization Chart](#)).

STEP's governance structure ensures that faculty members from across the GSE engage with and are actively involved in STEP. Annually, the Dean of the GSE appoints a **STEP Steering Committee** composed of faculty with present or past teaching responsibilities in STEP to serve the needs and interests of STEP and to monitor progress on behalf of the School and the faculty as a whole. Members of the 2015-16 Steering Committee are Professors Linda Darling-Hammond (chairperson), Amado Padilla, Kenji Hakuta, Ira Lit (STEP Elementary director), and Peter Williamson (STEP Secondary director), as well as Ruth Ann Costanzo (STEP director of clinical work, K-12).

The STEP Steering Committee meets quarterly to offer advice and direction to the directors regarding new initiatives, curriculum design, clinical experiences, appointment of lecturers, admissions policies, fellowship policies, research involving STEP teacher candidates, and other major policies brought forward by STEP directors or the dean. The STEP Steering Committee also reviews data about program outcomes (e.g., aggregated PACT data, candidate and graduate data) to monitor progress and make recommendations

about enhancements and improvements. Decision minutes are recorded at each. (See [Charge to STEP Steering Committee](#) and [Steering Committee minutes](#).) Substantive program changes—such as course additions—must be approved by the Steering Committee.

One of the STEP directors, currently Ira Lit (STEP Elementary director), serves on the **GSE Area Chairs in Education (ACE) committee**, to represent the needs and interests of STEP, which is a program that sits across the three area committees of the GSE. Furthermore, faculty who teach in STEP are represented in each of the area committees in the GSE and bring STEP's interests to the wider forum of the faculty in the area committee meeting as well as in the meetings of the GSE faculty as a whole. In turn, because STEP faculty directors have a place in each of these faculty governance structures, the other faculty across the GSE have opportunities to provide guidance, support, and input in the operation of STEP's programs..

The STEP Secondary and Elementary faculty directors also convene separate quarterly meetings for all of the people who teach in STEP, including GSE faculty, doctoral candidates, adjunct instructors from the field, and program. 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 these meetings, instructors provide input on a wide range of programmatic initiatives such as timing and course sequencing, shaping of key assignments and assessments, strategies for collaborating and building coherence across program courses, and other elements of programmatic work.

All STEP staff meet weekly for [STEP "Cabinet" meetings](#) in which the group reviews programmatic progress, discusses new initiatives, analyzes program data, discusses progress and challenging program issues, and advances options for programmatic changes. STEP Elementary and STEP Secondary host separate weekly meetings of clinical associates and directors for conversations focused on progress and challenges related to the clinical component of the program and progress and challenges of individual candidates.

STEP's clinical stakeholders also have opportunities to inform the program's coordination, design, and governance.

- The director of clinical work, the faculty directors, and STEP clinical associates hold regular "check ins" for **school personnel (cooperating teachers and principals)** – including lunch-time gatherings or other meetings to elicit feedback and ideas for program improvement.
- STEP directors and staff hosted a recent [gathering of district superintendents and other district leaders](#) to gage their perspectives on the value and challenges of school-university partnerships and means for enhancing the joint work of schools and the university in the preparation of the next generation of teachers.

- At monthly required [professional development meetings](#) **university-based supervisors** reflect on their work with teacher candidates and suggest programmatic elements that could support their work.
- In the early summer, **cooperating teachers** (our district-based supervisors) complete a survey ([Secondary/ Elementary \(all\)](#)) on their working styles and on the qualities they seek in teacher candidates. This feedback informs candidate placement. Throughout the year, cooperating teachers have additional formal and informal opportunities to provide feedback on the program’s design and on the types of professional development they would like to receive. This feedback is incorporated into onboarding meetings, three-way meetings as the start of each quarter, and twice-yearly [Dine and Discuss](#) events at Stanford.

Through these ongoing efforts, STEP faculty, staff, and key partners ensure that candidate preparation remains aligned with state, federal, and professional standards and that program efforts and outcomes are robust and productive.

Standard 1.4

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.

Stanford University and the Stanford GSE demonstrate their ongoing commitment to STEP by providing the program with significant financial, personnel, and institutional resources. In addition, unit leadership (the faculty directors of STEP Elementary and STEP Secondary) are empowered with the authority to develop and implement the strategies necessary to effectively meet the needs and aspirations of the programs.

The program has deep institutional support from the GSE and the university. Professors Peter Williamson and Ira Lit, the faculty directors of STEP Secondary and STEP Elementary, respectively, are members of the university’s academic council. As such, the two program directors are fully participating members of the GSE and Stanford faculty, and are thus able to advocate for STEP among the wider GSE faculty. In addition, each year the GSE Dean appoints a faculty Steering Committee for STEP. The Committee is composed of faculty with present or past teaching responsibilities in STEP and meets quarterly to offer advice to the Directors regarding new initiatives, curriculum design, and program improvements. Through this Committee, faculty from across the GSE engage with STEP and affirm the importance and centrality of the program within the GSE. (See Standards 2 and 3 for a full discussion of GSE and university resources allocated to STEP.)

Moreover, the GSE demonstrates its commitment to STEP by supporting the significant engagement of tenured and tenure-line faculty in the work of STEP. Tenured and tenure-line faculty serve as the instructional leaders for a preponderance of the courses in STEP Secondary and Elementary (see [Table 3.1](#)). The GSE’s financial commitment to STEP also extends to its support of STEP instructors: GSE professors are paid salaries competitive

with other research universities and comparable to those in other university departments, and qualified instructors and practitioners who work as co-instructors in STEP courses are paid based on a GSE/STEP salary scale for lecturers.

All of STEP's programs (Single Subject, Multiple Subject, Multiple Subject + bilingual (Spanish) Authorization) receive equitable consideration with regard to resource allocation. Decisions on resource needs are made jointly by the STEP Elementary and STEP Secondary faculty directors with consideration to both the particular programs, as well as to STEP as a whole. For example, the STEP faculty directors work together to create a budget that meets the needs of both the Multiple Subject and Single Subject areas. Once approved by the GSE, both faculty directors are responsible for overseeing the allocation of funds. This shared responsibility ensures that the needs of the Multiple Subject, Multiple Subject with (Spanish) bilingual authorization, and Single Subject areas are all considered in the requesting and disbursement of funds.

Standard 1.5

The education *unit* implements and monitors a credential recommendation process that ensures that *candidates* recommended for a credential have met all requirements.

Before graduating and being recommended for a credential, STEP students must satisfy all requirements for the credential, including:

- **Possessing a baccalaureate degree** from a regionally accredited institution
- Meeting the basic skills requirement (e.g., passing the **California Basic Educational Skills Test (CBEST)** test)
- Successfully completing the professional preparation program **coursework**
- Completing the **subject matter requirements**
- Demonstrating knowledge of the principles and provisions of the **Constitution of the United States**
- Obtaining a **Certificate of Clearance** (or a 30-day substitute teaching permit) prior to the start of the program
- Completing **CPR certificate training**
- Passing the **Teaching Performance Assessment**
- Multiple Subject candidates (all) must also have passed the **Reading Instruction Competence Assessment**.

Beginning in the admissions process and continuing throughout the STEP year, STEP's program officer and credential analyst systematically informs candidates of credential requirements and monitors candidate progress towards meeting those requirements. (Please see samples of the ["checklist" email](#) STEP's program officer and credential analyst uses to advise candidates' on their initial requirements, as well as [sample pages](#) (with names removed) from the databases used by STEP's credential analyst to track students' progress toward completion of the requirements.)

During the admissions process, each candidate must specify how s/he will meet subject matter requirements, such as by completing subject matter examinations or by completing an approved subject matter verification program at a California institution. Students who elect to take the **CSET** are expected to have passed a minimum of one half of the subtests before starting STEP in June. Students who are completing an approved subject matter verification program must have completed 80% of the coursework prior to beginning STEP in June. (See the [email](#) and [additional information](#) applicants receive about the subject matter requirements, as well as CSET completion dates for the [2014](#) and [2015](#) STEP classes.) All students admitted to STEP must also meet the basic skills requirement. California residents who elect to take the CBEST must pass the CBEST prior to the beginning of their program in June. Non-California residents may take the test upon arrival in California but must pass it during the summer quarter. When candidates apply to STEP they complete the [Supplemental Information Form](#), which applicants use to indicate their progress toward meeting the **subject matter requirements**. The form specifies these program requirements, as well as subject matter verification and other requirements. The [STEP website](#) also provides prospective candidates with this information. Applicants are required to submit a copy of their unofficial **undergraduate transcript** during the admissions process. Admitted candidates who matriculate to STEP must submit an **official transcript** before the start of the program in order to demonstrate the conferral of a bachelor's degree.

Once candidates accept STEP's offer of admission, they receive a ["Checklist" email](#) from STEP's program officer and credential analyst with more information on program and credential requirements.

During the program, candidates are supported in meeting requirements (e.g., STEP arranges a [CPR class](#) for candidates and provides an opportunity on the first day for out-of-state candidates to apply for a [Certificate of Clearance](#)). The program officer and credential analyst tracks candidates' completion of these requirements.

Finally, STEP has chosen the [PACT](#) (Performance Assessment for California Teachers) as its Commission-approved teacher performance assessment model, and has adopted the state's approved PACT scoring and passing standards. Candidates are introduced to the PACT, the California Standards for the Teaching Profession (CSTPs) and the Teaching Performance Expectations (TPEs) during their first week of the program. Candidates for the Single Subject credential complete the PACT Teaching Event (TE) during the independent student teaching phase of their year-long field placement, supported by a series of assignments in their spring seminar, [EDUC246D: Secondary Teaching Seminar](#). Candidates for the Multiple Subject credential complete a Teaching Event in Elementary Literacy in winter quarter, in conjunction with [EDUC246G: Elementary Teaching Seminar](#), and supported by a series of related course activities and assignments. In addition, Multiple Subject candidates complete one Teaching Event Content Area Task (CAT) in each of the three additional core areas not addressed in the complete TE (mathematics, history/social science and science). Multiple Subject candidates collect the information needed to respond to the PACT TE and CAT requirements in two different field placements, one in the early elementary grades and another in the upper grades.

Candidates submit their TEs through TK20, STEP's data management system. The PACT Coordinator and STEP directors monitor candidate progress on the PACT and quickly identify any candidates who have not passed the assessment and offer appropriate remediation. As we detailed in the [2015 Biennial Report](#), in [2013-2014](#) and [2014-2015](#) all Single Subject teacher candidates passed the PACT Teaching Event. Two candidates in the 2013-2014 cohort did not meet the passing standard on their first submission, but subsequently passed with a revision and resubmission of their Teaching Events. In 2014 and 2015 all Multiple Subject teacher candidates (without bilingual authorization **and** with bilingual authorization) passed the PACT Teaching Event.