

## Standard 2: Unit and Program Assessment and Evaluation

### Standard 2.1

*The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement.*

STEP relies on many data sources for its unit assessment and evaluation system and in service of ongoing program improvement. The assessment system is built around both formative and summative data sources, and draws upon both individual candidate data and aggregated data. Sources of data and feedback include candidates, staff, faculty, graduates, partners, and constituents. (See [Table 2.1](#).) The two STEP Faculty Directors oversee data collection and analysis, and they report findings to the STEP faculty and staff, to the [STEP Steering Committee](#), to the Dean and Associate Deans of the Graduate School of Education, to the CTC, and to other relevant constituencies.

As [Table 2.1](#) demonstrates, STEP engages in a year-round assessment process through which the program gathers data from and about key stakeholders in the three credentialing programs. These assessment tools include applicant/admitted student qualifications (GPAs, GREs, degrees earned, prior experience through resumes); candidate Entry Surveys; measures of candidate competencies throughout the program (course completion, grades, and key assignments) and clinical work progress (via observation cycles and Quarterly Assessments, Independent Student Teaching sign offs); subject matter and other state requirements; summative assessments (PACT, graduation portfolios, STEP Conference presentations, and teaching exhibitions for STEP Secondary candidates); as well as placement surveys and exit surveys. In addition, alumni and employers provide additional feedback through their respective surveys, and clinical partners provide feedback on candidates and the programs.

#### KEY STEP ASSESSMENTS

The STEP assessment system provides opportunities for the program to gather information about candidate progress at key checkpoints throughout the year and to aggregate these data for purposes of program and unit evaluation and improvement. STEP candidates are assessed throughout the program using criteria aligned with the program's [conceptual framework](#) and with national, state, and institutional standards, including the California Standards for the Teaching Profession (CSTPs), the Teaching Performance Expectations (TPEs), and the subject specific national and state curricular standards.

STEP relies heavily on assessments of candidates' emerging proficiencies, such as [Quarterly Assessments](#), [classroom observations](#) and feedback by Supervisors and Cooperating Teachers, and feedback from STEP instructors, to make decisions about the program's management and operations. For example, the [Quarterly Assessments](#) draw on the eight or nine formal classroom observations of the teacher candidate that Supervisors perform each year, as well as the candidate's written reflections, and regular meetings of the candidate, CT and supervisor. In these assessments, Cooperating Teachers and

Supervisors provide evidence that supports their evaluation of candidates on each element of the standards. Candidates then discuss these assessments with their Cooperating Teachers and Supervisors and set goals for future professional growth. The program Directors review these assessments at the individual level to gauge candidates' progress and to identify candidates and Cooperating Teachers who may need additional support. STEP Directors also look at the **data in the aggregate** to identify areas for programmatic improvements. STEP leadership and staff meet weekly to address programmatic plans, activities, and outcomes. In addition, the STEP Directors, the credential coordinator and liaison to GSE's academic services office, and other key clinical work staff meet weekly to discuss candidates' performance and progress in university coursework and in clinical placements.

The STEP Faculty Directors also serve as the candidates' primary academic advisors. As such, the Directors are in close communication with candidates through individual interviews, frequent check-ins, the weekly seminars, and regular office hours. Every week, the Faculty Directors collect [formative feedback](#) that allows candidates to voice successes and challenges in their clinical work, coursework, and overall experiences.

The STEP leadership and staff share and discuss information about the work of Cooperating Teachers and Supervisors and the quality of field placements in general. They review the aggregate data collected via candidate feedback and visits to the classrooms of Cooperating Teachers, as well as feedback from administrators and other members of the community, to make **improvements in the program**.

In addition, the Dean and Associate Deans, as well as Faculty Directors, use **course evaluations** for all STEP courses to **inform decisions about course curriculum and program staffing**. The vast majority of STEP instructors collect their own formative feedback about their courses via exit tickets, mid-quarter evaluations, or informal check-ins with candidates. At the end of each quarter, the university also administers a standardized course evaluation questionnaire that explores the quality of the course, the quality of instructor performance, student perspectives on course goals, reading, assignments, and the like. (Upon request, relevant and confidential course evaluations will be available during the Site Visit as either hard copies or via login to [Axess](#), Stanford's online course portal.) Course changes are implemented by the responsible faculty and are monitored by the STEP Directors. Recommendations that offer substantive changes to the program are presented to the STEP Steering Committee for advice and approval.

As we detail in Standard 7, STEP also incorporates **feedback** from the [K-12 schools](#) at which candidates complete their field placements into programmatic evaluations and improvements. For example, the ongoing evaluation of STEP's curriculum are regularly informed by feedback from clinical partner schools and Cooperating Teachers, who offer insights about what is working and what needs to be improved. Feedback from clinical partners is gathered during conversations between university Supervisors and Cooperating Teachers, conversations between STEP's Director of Clinical Work (K-12) and school and district leaders, small group events for school based faculty hosted once

or twice a year at each school site, during STEP hosted “dine and discuss” events (2-3 times years) for all Cooperating Teachers and Supervisors, and during other professional development sessions for school-based faculty.

In addition, the program also regularly conducts **formal surveys** of teacher candidates and other program stakeholders to inform programmatic improvements. In May, STEP administers an annual [Entry Survey](#) to all incoming teacher candidates. This is a comprehensive survey reflecting expectations and background experiences of incoming candidates. Following the completion of the summer school placement, teacher candidates and Cooperating Teachers have an opportunity to assess the efficacy of the summer program via an in-person debrief conversation with the director of clinical work. That feedback is then reported in the Summer School Report ([Secondary/ Elementary \(all\)](#)). Also, at the end of the STEP year, candidates are required to complete an [Exit Survey](#) in which they review program processes and outcomes, including academic courses and their clinical experience. Surveys of alumni and employers provide data about the preparedness of graduates, the efficacy of their training, and their professional trajectories. STEP Directors and staff disaggregate and analyze these survey data to **evaluate unit programmatic strengths** and determine any necessary improvements. Periodically, faculty and doctoral students also conduct [research](#) related to our work in STEP, and these results are also utilized for programmatic evaluation and improvement.

Finally, for over a decade STEP has utilized the [Performance Assessment for California Teachers](#) (PACT) and the PACT Teaching Event as its principle summative performance assessment of teacher candidate preparedness for the profession. STEP has been one of the lead institutions in the design, implementation, and ongoing support for this influential and authentic classroom-based performance assessment of teaching. STEP has worked alongside other member institutions in the PACT Consortium to conduct periodic reviews of the Performance Assessment for California Teachers (PACT). These reviews include ongoing evaluations of PACT data across institutions, a process that informs subsequent revisions to the PACT requirements and scoring process. Internally, STEP analyzes [PACT scores](#) to **evaluate areas targeted for program improvement**. STEP Directors and the PACT coordinator are charged with the responsibility of analyzing the prior-year PACT results and trends over several years when that data become available. STEP Directors and STEP staff review the data and make specific recommendations for changes in course syllabi and program organization. A data report is shared with the STEP Steering Committee and the STEP staff and faculty, annually. Next year, AY2016-17, STEP will be moving from PACT to edTPA as its summative performance assessment.

STEP’s assessment system relies in part on [TK20](#), a secure database and data management system. STEP also uses TK20 to manage information about candidate development through the STEP year, and into graduates’ teaching careers. TK20 stores biographical and academic information and assessments from clinical work, and the database has the capacity to store both word documents and video clips, which can provide candidates with samples of their work over an extended period of time. STEP’s program administrator regularly updates Tk20 as information about candidates,

Cooperating Teachers, University Supervisors, and partner schools is added. Through TK20, STEP Directors and staff, including the PACT Coordinator, are able to run **comprehensive reports on candidate proficiencies** (e.g., [PACT Scores](#), [Quarterly Assessment](#) data, etc.) in order to inform program improvements.

As the above demonstrates, STEP utilizes a comprehensive and well-rounded assessment and evaluation for ongoing program and unit evaluation and improvement.

## **Standard 2.2**

**The system collects, analyzes, and utilizes data on candidate and *program completer* performance and *unit* operations.**

STEP systematically collects and analyzes data on all aspects of its Single Subject, Multiple Subject (without bilingual authorization), and Multiple Subject (+ bilingual (Spanish) authorization) programs—including evidence related to the qualifications, preparedness and professional trajectories of program completers, as well as overall unit operations. **Table 2.1** outlines the comprehensive system of assessment data on candidate and program completer performance as well as program and unit level evaluations.

Evaluation and analysis of **candidate performance** is detailed above in **Standard 2.1**.

### **PROGRAM COMPLETER PERFORMANCE**

In 2013-14, 99 of 99 teacher candidates successfully completed the program and were recommended for a credential, and in 2014-2015, 86 of 86 candidates completed STEP.

STEP begins a comprehensive process of data collection and analysis of program completers via an annual [“STEPPin’ Out” exit survey](#) in June. This exit survey of all candidates explores a range of topics including the following: overall quality of their preparation and their sense of readiness for the profession; perceptions of performance efficacy; the quality of university coursework and clinical placements; candidates’ future plans; and, candidates’ preferences for teaching contexts. In open-ended comments, candidates described highlights and challenges of their STEP year and offered some recommendations. These [data](#) are shared and utilized annually for program review and improvement purposes by STEP Directors, STEP Steering committee members, faculty, staff, and others.

Additionally, STEP **surveys alumni** approximately every five years. Through these surveys, the program is able to collect data on the long-term career trajectories of its alumni, where and how they are employed, in what types of schools they teach, and the leadership roles in which they participate. Our most recent [alumni survey](#) (2012) focused on professional pathways and provided a snapshot of the careers our alumni pursued upon graduation. Results indicated that 75% of survey respondents, all of whom graduated between 2002 and 2011, are employed as classroom teachers, and an additional 13% serve other roles within the field of education. 85% of alumni who are teaching work in public schools (including public charter schools), and over half of these

respondents (58%) teach in Title I schools. Additionally, 95% of respondents serve in leadership roles, ranging from sports coach to department chair to founder of a new school. Other alumni surveys (spring, [2010](#) and [2016](#)) focus more broadly on program completers reflections on the quality of their preparation and its impact on their current teaching practices.

Program Faculty Directors, staff, faculty, STEP Steering Committee members, Deans and others analyze [Alumni Survey data](#) to determine areas of programmatic strength, needed improvements, as well as ongoing supports STEP might provide alumni. For example, prior alumni and exit surveys suggested a relative need to enhance opportunities for candidates to learn about supporting English Language learners, to manage classrooms effectively, and to effectively use educational technology. These results led to focused attention on the related courses and workshops to review and revise curriculum in support of these goals.

In addition, STEP often shares findings from its surveys with the broader Stanford and teacher education communities in order to highlight trends in the teaching profession. (See [article](#) in *Stanford Report* on STEP.) In spring of 2016, STEP plans to launch another comprehensive survey of alumni in order to understand career pathways and candidates' sense of preparation for the profession of teaching, as well as to learn about the ongoing supports STEP could provide to alumni. Finally, the GSE office of EdCareers completes an annual [survey](#) of all graduates of the GSE, including all graduates of STEP.

In addition to alumni, the program also surveys other stakeholders to monitor completer preparation. The program has **surveyed employers** ([2008](#) and 2016) in order to gauge the skillsets of alumni as perceived by potential employers. Cooperating Teachers and Supervisors also provide **ongoing formal and informal feedback** on both their experiences with the program and on the competencies of teacher candidates. In particular, Cooperating Teachers and Supervisors' final [Quarterly Assessment](#) of teacher candidates provides insight into the skills and professional dispositions candidates have developed during the STEP year and with which candidates leave the program. Finally, as discussed in the prompt above, the program incorporates feedback from K-12 partners in the evaluation of teacher candidates' clinical experiences. The Directors and Clinical Associates make frequent visits to placement sites and meet regularly with Cooperating Teachers and administrators to seek their input. For example, in both the fall and spring STEP Directors host **lunchtime visits** with staff and administrators at partnering schools with a significant number of STEP candidates. In the spring, the Directors **check in with school administrators** to reflect on the previous year and to identify potential Cooperating Teachers for the following year. This input provides additional insight into curricular and programmatic strengths as well as potential changes, including the perceptions of local teachers and administrators on the qualifications, preparedness, and effectiveness of program completers in their schools and districts.

## UNIT OPERATIONS

The Stanford Teacher Education Program (STEP) is the organizational unit responsible for the initial preparation of teachers within the Stanford Graduate School of Education (GSE). 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 STEP's Director of Clinical Work K-12. The two Faculty Directors and the Director for Clinical Work are fully participating members of the GSE community, and their collegial relationship sets an expectation of collaborative, shared work.

The Graduate School of Education (GSE) provides supervision and support to STEP through a [Faculty Steering Committee](#) appointed annually by the Dean of the GSE. The Steering Committee, which is shared by the 3 programs—Multiple Subject (all) and Single Subject—serves the needs and interests of STEP and monitors progress on behalf of the GSE and the faculty as a whole.

The Faculty Directors, STEP Steering Committee, and Deans [meet](#) to monitor, assess, and evaluate unit operations on a quarterly basis. The following are two examples of the STEP Steering Committee's influence on unit operations: (1) in Spring of 2015, the STEP Steering committee discussed the summative performance assessment utilized by all programs in the unit and determined the best course of action for the unit would be to move from utilizing PACT to edTPA as the summative performance assessment for all programs in the unit. (2) in Fall of 2015, the STEP Steering committee approved the implementation of pilot curriculum and instruction courses in four disciplines (history, mathematics, science, and English). These courses serve to support candidates who wish to add additional subject matter authorizations to their initial credential. The plan was brought to the Steering Committee based on feedback from candidates, graduates, and school-based stakeholders who noted the increased demand for dual credential holders in area high schools and middle schools.

Program and Unit operations are also discussed at **weekly meeting of the STEP Faculty Directors** during which they confer about the wide range of issues related to unit and program operations, including the following: **program staffing levels and personnel, program budget, field supervision, school partnerships, course instruction, advising, and the overall assessment system.**

Finally, the unit and program budgets (available in hard copy during visit) are part of the base budget of the Graduate School of Education. The unit/program budgets are shaped and monitored jointly by Drs. Lit and Williamson and the Dean and Associate Dean of the GSE. The Faculty Directors **review budget progress** on a monthly basis and confer with the Associate Dean as needed, typically once or twice each quarter. Finally, the Faculty Directors of STEP **meet regularly with and [report](#)** to the Dean of the GSE who provides guidance, support and monitoring of the program and helps ensure its success as well as compliance with state demands and expectations.

### **Standard 2.3**

*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.*

STEP systematically and continually collects, analyzes, and utilizes data for both program improvement and for the ongoing evaluation of candidate competencies and needs. Because STEP is a small, year-round program, the collection and review of data—on both program effectiveness and candidate qualifications and proficiencies—occur on an ongoing basis. In addition to formal periods of data review, faculty and staff engage in many informal conversations about program improvement, which allows for responsiveness to identified needs and the efficient implementation of formal programmatic changes.

Periodically, data are aggregated and/or summarized for the purposes of program evaluation and improvement, typically at designated points in time that correspond to periods in which decisions are being made about curriculum and program operations for the following year. The major types of data collected are described below, along with the programmatic improvements to which the data contribute.

#### **CANDIDATE QUALIFICATIONS**

Applicants' transcripts are reviewed during the admissions process to assess the breadth and depth of each applicant's subject matter preparation. Applicants' resumes, statements of purpose, and letters of reference are reviewed to evaluate incoming candidates' academic qualifications, relevant experiences, professional dispositions, commitment to equity, and promise as professional educators. As required by the CTC, candidates must also pass the California Basic Educational Skills Test (CBEST). (See Standard 5 for a detailed description of the admissions criteria.) In addition, during the admissions process, candidates must specify how they will meet subject matter requirements—either by completing subject matter examinations or by completing an approved subject matter 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 program must have completed 80% of the coursework prior to beginning STEP in June.

#### **CANDIDATE PROFICIENCIES AND COMPETENCE**

[Table 2.1](#) outlines the key assessments used to evaluate candidate proficiencies and competence. As the table suggests, STEP uses a variety of formative and summative assessments to gauge both Multiple Subject (all) and Single Subject candidates against the domains of teaching specified by the CSTPs and TPEs. These assessments include, but are not limited to:

- Quarterly Assessments and observations of teaching (MS (all) and SS)
- Class grades and course assignments (MS (all) and SS)
- Performance Assessment for California Teachers (PACT) summative Teaching Event (MS (all) and SS)
- Teaching Event Content Area Task (CAT) (MS (all))

- Graduation Portfolios (MS (all) and SS)

See Standard 9 for a detailed description of these key assessments.

### **DATA ON PROGRAM EFFECTIVENESS**

STEP stakeholders, including candidates, Supervisors and Cooperating Teachers, and school administrators, provide feedback throughout the STEP year that is used for ongoing data collection, program evaluation, and program improvement (See [Table 2.1](#) for a comprehensive listing of data collected for programmatic improvements).

Throughout the year, Faculty Directors conduct [weekly check-ins](#) with candidates on their course and clinical experiences via weekly check ins, and follow up with students individually, as needed. These formative assessments provide insight into candidates' wellbeing, as well as **programmatic features** that might need attention. For example, the collective feedback from candidates might indicate a high volume of intensive course assignment all in one week. With such information, Faculty Directors can communicate with course instructors and work to revise assignment calendars ([Secondary/ Elementary \(all\)](#)) for a more efficient and effective experience for candidates.

At the end of each quarter, candidates also provide **university-administered evaluations** on their courses and instructors. (Upon request, relevant and confidential course evaluations will be available during the Site Visit as either hard copies or via login to [Axess](#), Stanford's online course portal.) This formal feedback occurs in addition to the formative feedback (exit tickets, mid-quarter evaluations) that the vast majority of STEP instructors collect throughout each quarter. Faculty attend carefully to course evaluations at the end of each quarter, and use these data to modify courses to meet the needs of the teacher candidates more effectively. The Directors also review course evaluations at the end of every quarter and more often, when needed, and collaborate with faculty in the planning, implementation, and ongoing improvement of courses. For example, based on feedback from course evaluations, [EDUC285: Supporting Students with Special Needs](#) for STEP Secondary candidates was expanded (from 2-3 hours/session) in the 2015-2016 year to allow candidates additional time to explore a variety of resources for different learners and to spend more time in small group sections rather in a large class lecture format.

STEP also administers a variety of **surveys** through which candidates can provide feedback on their experiences during the program and which are used for programmatic improvement. For example, by **August**, after the STEP cohort has completed its summer school placement with the [Sunnyvale Unified School District](#), candidates take a survey describing their experiences in the summer school program. **Reports** ([Secondary/Elementary \(all\)](#)) summarizing the summer school experiences are shared with key staff as well as the STEP Steering Committee. STEP Directors and staff review data from the summer school program to identify what worked well and what needs to be improved the following year. In the fall, STEP Directors and staff [meet](#) with Sunnyvale officials to discuss the data and summary reports. Examples of program enhancements made based on collective feedback include coordinated and scaffolded observation

opportunities and the addition of a mini-supervisory program during the summer to support student learning and sense-making during the summer school program.

In addition, as mentioned elsewhere, every June members of the graduating cohort complete an [Exit Survey](#). As noted in the [2015 Biennial Report](#), the 60-question survey provides graduating candidates an opportunity to offer feedback on their academic and professional preparation, their fieldwork experience, and their experience of the program and its support systems. On the survey, candidates are also asked to discuss their professional plans in the coming years. In June and July, the Faculty Directors and the Director of Clinical Work review survey data in conjunction with [Entry Surveys](#), which the candidates complete upon entry into the program. Exit Surveys inform **programmatic evaluation and planning**, including course and instructor feedback, and clinical placement and Cooperating Teacher selection. Exit Surveys also provide valuable insights into candidates' experiences and understandings, including their sense of efficacy as beginning educators as well as their projections about their tenure as classroom teachers. Periodically, STEP also conducts surveys of graduates and employers. (See Standard 2.2 for a detailed description of alumni and employer surveys.)

The conclusion of the academic year provides several additional data sources that inform program design, course content, and operations for the subsequent year. These data include **candidate completion** and **employment rates**, **final quarterly assessments** (which include recommendations for the credential), **graduation portfolios**, and **PACT scores** for the graduating class. Virtually all candidates [complete the program](#) successfully each year: as mentioned in Standard 2.2, In 2013-14, 99 of 99 teacher candidates successfully completed the program and were recommended for a credential, and in 2014-2015, 86 of 86 candidates completed STEP. In the rare event of non-completers, program Directors and staff perform reviews of those individual cases.

During the winter and spring quarters, candidates are supported in their job search. (For example, in the winter quarter the Director of Clinical Work conducts a series of [workshops](#) on resumé-writing, cover-letter writing, and interviewing techniques, and the series concludes with an annual [Mock Interview event](#) in which administrators from STEP's clinical partner schools are invited to interview candidates in a small-group format.) In addition to supporting candidates as they seek full-time employment, the program also tracks candidates' placement through the office of the Director of Clinical Work. The GSE EdCareers office also conducts an annual employment survey of all immediate graduates of the GSE. Program Directors review candidate employment information through the spring in order to gauge additional supports that might help in candidates' preparation for the job market. Program Directors also pay particular attention to candidates' [final quarterly assessments](#) in order to gauge potential programmatic changes as well as candidates' readiness for careers as professional educators. As these data show, in general, evaluations of candidates' preparedness for teaching by faculty, supervisors, and cooperating teachers range from favorable to enthusiastic.

Also in **June**, STEP Directors review graduation portfolios ([Single Subject/Multiple Subject \(all\)](#)) to identify patterns in candidate performance that inform programmatic changes. Assessments of STEP candidates consistently reveal observable growth throughout the year in their development as teachers, particularly in the areas targeted most extensively by coursework and clinical work (e.g., pedagogical content knowledge, classroom management, ability to meet the needs of diverse learners, etc.).

Program Directors also, in conjunction with staff and the STEP Steering Committee, review PACT scores. Each summer, the PACT coordinator prepares a summary report of [PACT results](#). This report summarizes the results by sub- element for each credential specialty (Multiple Subject, MSBIL -Spanish, Single Subject: English, History-Social Science, Mathematics, Science, and World Languages) and analyzes trends over time. Within the Multiple Subject credential, data are reported separately by subject. Yearly reports are submitted to the CTC as required. STEP Directors and the PACT Coordinator are charged with the responsibility of analyzing the prior-year PACT results and trends over several years when that data become available, and STEP Directors and STEP staff review the data and make specific recommendations for changes in course syllabi and program organization. A data report is shared with the STEP Steering Committee and the STEP faculty. Generally, PACT data have shown that candidates are performing at high levels upon completion of the program, particularly with regard to creating productive classroom environments and designing and implementing instruction that meets a variety of student needs and interests.

Finally, STEP's clinical partners provide **ongoing feedback** that is used for program evaluation. Relationships between STEP and its clinical sites receive particular attention in the spring quarter when members of the STEP staff visit schools to **meet** with cooperating teachers and administrators to review progress and assess strengths and needs of the program and the partnerships. These visits provide information that influences the design of the STEP's curriculum, such as the need for modifications to course content (e.g., a greater focus on teaching in de-tracked settings). This feedback also influences STEP's relationships to the field.

### **USING DATA FOR PROGRAM REVIEW AND IMPROVEMENT**

STEP has formal mechanisms, which involve a variety of STEP stakeholders, for examining and analyzing collected data at regular intervals for program improvement purposes.

STEP staff meets weekly for "[Cabinet](#)," mandatory staff meetings in which the group analyzes data, reviews programmatic strengths and challenges, discusses concerns about individual candidates, and advances options for programmatic enhancements. In addition to ongoing informal conversations and meetings, the Faculty Directors, along with the Director of Clinical Work, **meet weekly** to discuss issues, including resources, pertaining to each program. In these meetings the Directors consider the implications of collected data to the program.

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 instructors from the field. The [STEP Secondary Instructors' Meetings](#) and [STEP Elementary Advisory meetings](#) facilitate conversations about program coherence and content, as well as the coordination of assignments and expectations across courses.

As mentioned earlier, STEP Secondary and STEP Elementary share a Steering Committee that meets quarterly to offer advice to the Directors regarding program policies, new initiatives, curriculum design, and program improvements. This Committee is composed of faculty with present or past teaching responsibilities in STEP. The Directors consider this feedback when determining significant changes within STEP. At key points during the year, the STEP Steering Committee engages in **a review of various elements of the program design and preparations** and recommends changes and improvements as warranted. These key program elements include a review of the STEP curriculum (in connection with course feedback, program surveys, and results of performance assessments), the STEP summer school program (in connection with related surveys and stakeholder feedback), STEP clinical placements (in connection with summary placement data and related surveys), admissions processes and fellowship allocation (in connection with aggregated admissions reports). As noted, these processes are informed by a range of data sources, including survey results, feedback from clinical partners, and aggregate data about candidates' performance on key assessments.

STEP Directors and the STEP Steering Committee consider the many data sources described above when identifying areas of programmatic renewal:

(1) As one example, based on Exit Surveys, course evaluations and PACT results, STEP Directors decided to strengthen STEP's focus on supporting candidates to work effectively with English Language Learners across the programs—including providing more professional development opportunities around academic language and language learners and focusing on linguistic diversity during [cooperating teacher](#) and [supervisor](#) events, enhancing work in Elementary advisory sessions around practices to support Language Learners, and adding a new course, [EDUC388F: Foundations of Academic Language](#), for Multiple Subject candidates preparing to teach in English-language classrooms.

(2) As another example of evidence-supported program enhancements, based on exit surveys, course evaluations, and student, alumni and school partner feedback, STEP decided to strengthen its focus on supporting candidates in the realm of effectively teaching for equity across the programs. Thus, in the 2015-16 academic year, STEP moved [EDUC299: Equity and Schooling](#) (formerly Equity and Democracy), its foundational course for Multiple and Single Subject candidates, from a two week modular course in early August to a 5 week extended course from mid-August to mid-September and also expanded the course from 8 to 9 sessions. With this move, the course now runs in conjunction with candidates' summer placement; thus, better ensuring the practicality and applicability of content covered. The expanded schedule and additional course session also allow candidates more time to grapple with the complex course

content. Other supports designed to build candidates' capacity to create equitable classrooms include the launch of the [Teaching for Equity Learning Series](#) for STEP students, alumni and affiliates; a staff task force on teaching for equity in the 2014-2015 and 2015-2016 years to explore additional resources and opportunities for candidates, staff, and faculty; added professional development seminars for supervisors in which topics related to equity are explored; enhanced support for diverse student groups and needs via staff/faculty advisors to student groups and funding for student group initiatives; and enhanced focus on equity goals within course syllabi, such as the establishment of a "Context of our Work" assignments in the Teaching Seminars (Multiple Subject- EDUC246 [E](#), [F](#), [G](#), [H](#) (Multiple Subject/ Single Subject- EDUC246 [A](#), [B](#), [C](#), [D](#)) so that candidates may further reflect on how students' backgrounds, identities, and communities inform learning.

(3) One further example of the unit's efforts to enhance its offering based on evidence relates to recent efforts to enhance the programs' efforts to support candidate learning opportunities in the realm of educational technology. Feedback from surveys of our candidates and graduates, and input from school-based stakeholders suggested a need to enhance such offerings across our programs. Accordingly, over the last few years, STEP has launched a number of related efforts including stronger collaborations with the GSE office of Information Technology to offer a wider range of [workshops](#) in support of teaching and learning with educational technology; the launch of a [pilot course](#) on classroom uses of educational technology; and [efforts](#) to embed effective uses of educational technology into current curriculum courses.