Standard 3: Resources

Standard 3.1

The *institution* provides the *unit* with the necessary budget, *qualified personnel*, adequate facilities and other *resources* to prepare *candidates* effectively to meet the state-adopted standards for educator preparation.

* NOTE: Upon request, relevant and confidential budget documents may be viewed in hard copy by accreditation site visit team members.

Stanford University and the Stanford Graduate School of Education (GSE) provide significant financial, personnel, and institutional resources to STEP. These commitments contribute substantively to the professional preparation of candidates.

The GSE fully supports the staffing of STEP with full-time Stanford faculty and other high quality instructors. Full-time Stanford faculty serve as the instructional leaders for most courses in STEP Secondary and Elementary (see Table 3.1- STEP Course Instructors). STEP professors, doctoral students, and adjuncts often work collaboratively as co-instructors, with Stanford faculty taking primary responsibility for the design, delivery, and assessment of their courses. Additionally, Associate Professors Lit and Williamson, the STEP faculty directors, are members of the university's Academic Council. Because STEP is central to the GSE's design and mission, GSE faculty commit to teacher preparation as a central part of their teaching responsibilities.

The GSE's financial commitment to STEP 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. Qualified instructors and practitioners who work as co-instructors in STEP courses are paid based on a GSE-wide salary scale for lecturers. Doctoral students who work as course assistants, teaching assistants, and research assistants are paid both a salary and tuition allowance. Because of the GSE's financial support, STEP classes are almost always team-taught, keeping the ratio of student to instructor low. (For example, *EDUC240: Adolescent Development and Learning* is taught by two professors, one STEP clinical associate, and three teaching assistants in three separate sections of approximately 22-25 candidates each. *EDUC284: Teaching and Learning in Heterogeneous Classrooms* is co-taught by a professor and five practicing teachers.) In other courses various combinations of professors, practitioners, and teaching assistants ensure close interaction among students and instructors, increase opportunities for active participation by students, and allow close monitoring of individual needs. Different sections of the same course share a common syllabus and assignments, which have been developed jointly by the instructional team.

STEP also benefits from significant administrative support (see STEP Staff Directory). Two program administrators manage the various databases, coordinate schedules, maintain student and personnel files, respond to queries about the program, process reimbursements, reconcile budgets, and maintain the offices, classrooms, and equipment and are instrumental in the smooth, day-to-day running of STEP's activities. A GSE Academic

Services employee serves as the STEP program officer and credential analyst; this person provides individual counseling to interested applicants and support regarding financial aid, credentialing requirements, and university policies and requirements. The Credentialing Coordinator also provides support for STEP alumni who need additional information and resources after graduating from the program.

Six STEP clinical associates—a position designed specifically to be a liaison between STEP and its clinical partners—play a unique role in that they not only support the students as supervisors, but they also serve as instructors and engage in general program development. At present, two postdoctoral fellows serve the program as the accreditation coordinator and as an instructor. The staff participate in weekly meetings in STEP and in annual GSE events, as well as GSE and STEP community presentations and celebrations. As is made clear to students from their first welcome letter, STEP staff's primary purpose is to follow candidates' progress through the program and to support their success (see STEP Elementary Handbook/ STEP Secondary Handbook).

Both faculty and staff benefit from professional development opportunities subsidized by the university and GSE. The GSE allocated each academic faculty member with a $3,000 account fund to support professional development and research endeavors, such as participation at conferences and other professional meetings, professional membership dues, computer hardware and software, and other necessary professional supports. Similarly, GSE staff, including STEP staff, benefit from Stanford's Training Assistance Program (STAP) funds to support professional and personal development and advancement. STEP staff members also participate in relevant conferences or symposia (e.g., the New Teacher Symposium offered by the New Teacher Center). STEP Supervisors are paid according to the number of candidates they supervise, and supervisors who are graduate students receive tuition allowance and a stipend. Supervisors are encouraged to attend STEP classes and receive extra pay for three full days of mandatory professional development during the academic year. Cooperating teachers are paid honoraria for their mentoring of STEP teacher candidates. STEP hosts professional development activities for all Supervisors and Cooperating Teachers throughout the year.

The STEP budget reflects the priority the GSE and Stanford University place on high quality teacher preparation. (Please see the hard copy of the STEP budget for resources dedicated to each program and for PACT.) The resources that support STEP fit into broadly into four separately budgeted efforts:

(1) GSE academic faculty who support STEP, including Drs. Lit and Williamson. All academic faculty are paid directly from the GSE base budget, not via a specific STEP-related budget.

(2) A specific budget is authorized annually to support core STEP staff members, including STEP Clinical Associates, STEP director of Clinical Work, STEP program administrators, and STEP program officer and credential analyst.

(3) An annual program budget for STEP that provides funding for the bulk of operational costs for all programs, including the following elements: course instruction not provided by Stanford academic faculty, compensation for supervisors, honoraria for

cooperating teachers, travel, technology equipment and technical support, special events and programs, summer school program costs, supplies, and other miscellaneous costs.

      (4) Student financial support via GSE fellowships and Avery-Stanford loan forgiveness program.

To determine and secure STEP's base budget, the program directors review the expenses incurred during the previous fiscal years, and, after taking into consideration planned activities and changes, they bring a budget proposal to the GSE's Associate Dean for Administration. The Dean and the Associate Dean review STEP's proposal within the larger context of resource allocation for the GSE. Once the budget is approved by the Deans, professors Lit and Williamson are responsible for overseeing the budget, authorizing expenses, and monitoring the monthly budget statements. Fiscal transactions are performed by the program administrator in accordance with university procedures.

Beyond STEP's base budget, GSE fellowships and a Stanford managed loan forgiveness program provide additional resources for STEP teacher candidates, providing evidence of the university's and the GSE's support of the program and its goal to support a diverse and highly qualified set of teacher candidates. In addition, in 2015, STEP launched the Stanford Teaching Fellows, an initiative funded by a gift to the university that will underwrite the full cost of tuition for up to five teacher candidates per year for three years. All entering STEP candidates are eligible for the award, and Fellows are determined by a combination of need, merit, and commitment to working with under-served youth and communities. The first four [Stanford Teaching Fellows](#) (1 elementary teacher candidate and 3 secondary teacher candidates) have been selected from the STEP 2016 class.

This Stanford Teaching Fellows initiative joins the [Dorothy Durfee Avery Loan Forgiveness Program](#), which awards up to $20,000 for teacher candidates who are eligible for the federal Perkins Loan. Recipients of this loan 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 amount is forgiven and after four years of teaching the remainder is forgiven.

In terms of facilities, STEP is situated on the second and third floors of the [Center for Educational Research at Stanford (CERAS)](#) building, with its own classrooms (equipped with Smart Panels), meeting rooms, staff offices, media lab, student work spaces, and reception areas. This area totals over seven thousand square feet and is sufficient to meet the needs of the program.

STEP students also have access to other university facilities, such as the many athletic facilities, performance venues, and public meeting spaces. STEP candidates also have complete access to the [Stanford Library system](#), which is a leading information system among research universities. The main libraries currently contain almost 9 million books, manuscripts, scores, and printed reference works, 1.5 million audiovisual materials, more than 82,000 serial subscriptions, hundreds of online databases, as well as world-wide interlibrary loans programs. [Cubberley Education Library](#) is the

specialty collection for education research, containing 170,000 volumes, as well the entire ERIC microfiche collection. It is staffed by three full time research librarians.

Teacher candidates also have access to well-resourced computer labs with multimedia capabilities and a wide selection of software and educational applications. Stanford's Academic Computing Services provides a wealth of computer resources for both Macintosh and PC platforms. GSE-IT (information technology) staff provide resources to help candidates examine the current educational digital media and select and evaluate the appropriate tools for their course projects. Often one-on-one or small group coaching is available to assist candidates in this process, along with related workshops and short courses. STEP candidates are also encouraged to use the program's portable equipment that has been purchased for their use, including laptops, camcorders, video projectors, and digital tape recorders.

In addition to the university's academic and technological resources, candidates have access to school-specific and university-wide student services from both individuals (e.g., the Associate Dean for Student Affairs) and organizations such as the Graduate Life Office, the Counseling and Psychological Services (CAPS) at Vaden Health Center, the Disability Resource Center and the Hume Center for Speaking and Writing.

Taken together, all of these resources provide candidates avenues by which they may both understand STEP's, the GSE's, and the state of California's instructional, academic, and professional standards, as well as have the tools needed to meet these standards.

Standard 3.2

Sufficient *resources* are consistently allocated for effective operation of each credential or *certificate* program for coordination, admission, advisement, curriculum and *professional development*, instruction, *field-based supervision and/or clinical experiences*, and *assessment* management.

* NOTE: Upon request, relevant and confidential budget documents may be viewed in hard copy by accreditation site visit team members.

As the 2013-14 and 2014-15 STEP budgets demonstrate (see hard copy), the program consistently allocates funds to support the clinical, professional, and academic development of candidates in the Multiple Subject (MS and MS+bilingual) and Single Subject programs, and dedicates resources for continuing program operations. Sufficient resources are allocated consistently and equitably across all programs in a coordinated and collaborative manner.

In both its Secondary and Elementary (MS and MS+bilingual) budgets[1], STEP allocates

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[1] The costs associated with the bilingual authorization pathway are included in the Multiple Subject budget. STEP budgets detail programmatic supports and exclude salaries of STEP staff, Drs. Lit and Williamson, and GSE academic faculty who teach in STEP.

funds for course instructors and clinical supervisors. As mentioned earlier, the GSE staffs STEP courses in large-part with full-time GSE academic faculty; the funds for those faculty instructors are sourced from the GSE's base budget, not the STEP budget. Similarly, STEP staff members such as clinical associates who assume responsibility for teaching courses are compensated through their salaries, not through separate budget line items in the STEP budget. The STEP budget provides funding for lecturers and graduate teaching assistants across both its Secondary and Multiple Subject (all) pathways.

Supervisor compensation is also included in the STEP budget, as are honoraria for cooperating teachers. (See the hard copy of the STEP budget for additional information on cooperating teachers' honoraria.) Elementary cooperating teachers working only one semester receive half of the annual honorarium. Included in the "Clinical Events" line item are funds to support school visits and meetings with our clinical partners to ensure the ongoing alignment of candidates' coursework and field placements.

As the budget demonstrates, the program also supports the professional development of instructors, supervisors, cooperating teachers, and candidates. Under the "Clinical events" line item, the program dedicates funds to a range of programs, including the "Dine and Discuss" events during which faculty share relevant research, our clinical site partners gain access to innovative scholarship and its implication for practice, and the program has the opportunity to receive feedback and input from our field partners. STEP also hosts job-related events for candidates, such as Mock Interviews (during which administrators from STEP's partner schools are invited to interview candidates in a small-group format and provide them with feedback) and job workshops on interviewing skills and resume building. Additionally, the program supports the ongoing professional development of STEP staff by subsidizing academic conference and related travel fees (see the "Travel" line item).

The Elementary and Secondary program directors serve as candidates' academic advisors. Their salaries, as well as the salary of STEP staff, are detailed in separate budgets. Other program personnel included in the accompanying budget—including instructors, cooperating teachers, and supervisors—support candidates with their clinical and academic progress. The financial resources dedicated to those personnel are discussed above.

Finally, STEP's summative performance assessment is the PACT (Performance Assessment for California Teachers) Teaching Event (TE). The resources dedicated to the PACT receive their own breakout in the STEP budget (see STEP budget—hard copy). The program devotes funds to support the entirety of the PACT Teaching Event, including stipends and tuition support for both STEP Teaching Event Advisors (TEAs), who offer formative feedback to candidates via clarifying or probing questions, and PACT scorers. Candidates upload their TE portfolios and receive their TE score reports (Secondary/ Elementary (all)) through TK20, STEP's data management system. Funds to support TK20 are included within the "Equipment and Tech." line item. STEP administers its key programmatic assessments—the Entry, Summer School, and Exit Surveys—via Qualtrics, an online survey management tool. Qualtrics is funded through the GSE and Stanford University, not through STEP directly. Similarly, the GSE fully funds STEP's admissions

efforts, including the salary of STEP's Program Officer and Credential Analyst, as well as on- and off-campus recruiting events.

<h1 style="text-align:center; color:red">Standard 3.3</h1>

Sufficient *information resources* and related personnel are available to meet *program* and *candidate* needs.

* NOTE: Upon request, relevant and confidential budget documents may be viewed in hard copy by accreditation site visit team members.

As mentioned elsewhere in this standard, STEP candidates have free access to the complete Stanford Library system, which is a leading information system among research universities. The main libraries currently contain almost 9 million books, manuscripts, scores, and printed reference works, 1.5 million audiovisual materials, more than 82,000 serial subscriptions, hundreds of online databases, as well as world-wide interlibrary loans programs. Cubberley Education Library is the specialty collection for education research, containing 170,000 volumes, as well the entire ERIC microfiche collection. It is staffed by three full time research librarians. In addition to these university-wide resources, STEP maintains its own curriculum library, housed in the Cubberley Library. These collections focus on materials to assist teachers in curriculum design: teacher-authored texts, professional journals, lessons designed by past STEP students, textbooks, web-based lessons, media resources, and state and national standards and frameworks.

STEP's information gathering and management systems also provide opportunities to collect and provide information to candidates about their progress throughout the year. These systems also allow the program to aggregate data for purposes of program improvement. All candidates gain experience using computer applications to track their own learning and progress. Candidates use Tk20, STEP's database, to review the quarterly assessments submitted online by their university supervisors and cooperating teachers. At the end of the year candidates submit an electronic portfolio, the STEP Graduation Portfolio (Multiple Subject (all)/ Single Subject), via the TK20 system. In addition, candidates also upload their summative PACT Teaching Event (TE) portfolios and receive their TE score reports through TK20 (see Secondary (English)/ Elementary (all) samples). STEP also uses TK20 to compile data for programmatic evaluation. For example, just as candidates are able to use Tk20 to review the quarterly assessments submitted online by their university supervisors and cooperating teachers, the program is able to analyze data from these assessments through TK20. A dedicated program administrator within STEP oversees the collection, analysis, and dissemination of data through TK20. The program administrator receives additional technical help for the system from Austin, Texas-based TK20's support team.

As mentioned above, STEP also uses Qualtrics, an online survey management tool used throughout Stanford. Through Qualtrics, STEP executes the Entry, Summer School (Secondary/Elementary (all)), and Exit Surveys, all of which inform programmatic evaluation: Drs. Lit and Williamson and the director of clinical work review survey data in

conjunction with Entry Surveys, which candidates complete approximately three weeks before the start of the program, and Summer School Surveys, which candidates complete at the end of their summer school placements. These surveys inform programmatic evaluation and planning, including course and instructor feedback, and clinical placement and cooperating teacher selection. These 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. STEP's two program administrators manage the Qualtrics site, including launching and monitoring surveys, and disaggregating collected survey data. The program administrators receive technical support, as needed, from GSE IT.

Candidates and program directors also monitor candidates' academic progress through Axess, Stanford's web-based system that members of the university community use to review and update information. Candidates use Axess throughout their time in STEP. Through Axess candidates accept their offer of admission, enroll in classes, view transcripts, and apply to graduate. Stanford University's IT team supports Axess, and the GSE's dedicated IT department also provides direct technical assistance to STEP candidates.

Candidates use collaborative software on learning management sites, such as Canvas and Coursework, two course management software systems Stanford uses. These sites provide candidates with access to their course syllabi and readings, candidate work, and threaded discussions. Typically, STEP faculty members review the sites with candidates, and candidates are also supported in their use of these sites through GSE-IT. Many STEP instructors use the STEP-hosted GoogleSite to share student work and to take advantage of more flexible structures not available in more traditional course management software. Some curriculum and instruction faculty, for example, use the GoogleSite to post student work for peer review and to compile lists of internet resources for a particular content area. Candidates are introduced to the site during Orientation and use the site for more collaborative and dynamic purposes, including setting up reading groups, arranging carpools to school sites, and organizing professional development opportunities. Personnel from GSE-IT troubleshoot any candidate issues with the site, and the STEP program administrator manages the site-set up, maintenance, and user permissions. The STEP GoogleSite also remains active and available for candidates after graduation, an advantage over many traditional course management systems.

Additionally, the Program Administrator oversees the various electronic mailing lists that STEP uses to facilitate information sharing with candidates. STEP maintains a database of current candidate contact information (including email addresses) and requires that candidates create and maintain a Stanford University email account, which the university provides for free, for official communications. During orientation, candidates are encouraged to forward their Stanford email to any other email they use regularly. Candidate email addresses are compiled on list serves that use candidates' preferred email accounts. In May, all STEP Secondary candidates, for example, are placed in the STEP Secondary List (e.g., step-sec-tc-16@lists.stanford.edu, for the 2015-2016 candidates) and Multiple Subject (all) candidates are assigned to the Multiple Subject (all) mailing list (e.g., step-

elem-tc-16@lists.stanford.edu). STEP Directors and staff are also members of each list and these personnel use these lists to communicate with candidates about course updates, to follow-up on class discussions, and to share relevant readings or events on campus. All members of each mailing lists may post to the list, and the STEP program administrator approves messages for individuals who are not on a given list. Through these list-serves, candidates stay abreast of program updates, and STEP staff and faculty are able to quickly and efficiently communicate with candidates.

In addition to the university's email system, candidates have access to a range of GSE- and university- supported information technology resources. All candidates have access to the university's wireless internet system and can complete searches on both the internet and in the electronic databases of the Stanford libraries as an integral part of program coursework. Stanford's university and GSE IT departments support the campus' internet connectivity, and Stanford's library personnel provide guidance on library databases.

Finally, candidates also gain experience using information resources in their classrooms. Each quarter, Instructional Technology Associate Pamela Levine and Educational Technology Specialist Shawn Kim, members of the Graduate School of Education's (GSE) Office of Innovation & Technology, hold five seminars for the GSE community, three of which every quarter are developed specifically for STEP candidates. In addition, the Office also offers "on-demand" seminars for groups, such as training on online reference tools or note-taking apps. In all of these seminars, the instructors explore devices and software that candidates can use in their schools and classrooms, as well as basic troubleshooting techniques for these technologies. In their clinical placements candidates use email as a tool for communication with parents and families, and at times with students. Some candidates, for example, create email lists so they can send out notifications to students and parents. Under the guidance of their clinical supervisor, candidates also explore other tools for communication, when appropriate, such as websites or online document storage systems.

<p align="center">**Standard 3.4**</p>

A process that is inclusive of all *programs* is in place to determine resource needs.

Decisions on resource needs are made jointly by the STEP Elementary and Secondary directors with consideration to both the particular program (Single Subject, Multiple Subject, Multiple Subject + bilingual authorization) as well as to STEP as a whole. As the 2013-14 and 2014-15 STEP budgets demonstrate, STEP spends comparable amounts per candidate across both the Single Subject and Multiple Subject (all) programs. (See the hard copy of the STEP budgets for additional information.)

To determine and secure STEP's budget, the program directors review the expenses incurred during the previous fiscal years, and, after taking into consideration planned activities and changes, they bring a budget proposal to the GSE's Associate Dean for Administration. The Dean and the Associate Dean review STEP's proposal within the

larger context of resource allocation for the GSE. Once the budget is approved by the Deans, Drs. Lit and Williamson are responsible for overseeing the budget, authorizing expenses, and monitoring the monthly budget statements. Fiscal transactions are performed by the program administrator in accordance with university procedures.

STEP also has a process in place for significant policy decisions related to resource allocations that occur outside of the formal budgeting process. The directors first consult the STEP Steering Committee (see STEP Organization Chart), which includes five faculty members who are actively involved in the program (in both Single and Multiple Subjects) and are appointed annually by the dean. Members of the 2015-16 Steering Committee are Professors Linda Darling-Hammond (Chairperson), Kenji Kakuta, Amado Padilla, Jennifer Langer-Osuna, Sarah Levine, Ira Lit, Peter Williamson, as well as Ruth Ann Costanzo, the Director of Clinical Work.

The STEP Steering Committee meets quarterly to offer advice to the Directors regarding new initiatives, curriculum design, and program improvements. This committee is composed of Stanford faculty with present or past teaching responsibilities in STEP Secondary and Elementary (all). The directors consider this feedback when determining resource allocation within STEP. In addition to ongoing informal conversations and meetings, the directors, along with the director of clinical work, meet weekly to discuss issues, including resources, pertaining to each program.