

## **Standard 4: Faculty and Instructional Personnel**

### **Standard 4.1**

*Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service.*

#### **Qualifications of course instructors and professional development providers**

Credential program courses and professional development opportunities are all supported by a range of highly qualified GSE faculty, STEP staff, GSE doctoral students, and program adjuncts. All individuals supporting course instruction and professional development opportunities for STEP have appropriate academic credentials, relevant experience in K-12 public schools, current knowledge in the content areas they teach, understanding of the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. See Tables [4.1](#), [4.2](#), [4.3](#), and [4.3a](#) for a summary of qualifications and experiences, as well as links to resumes and CVs. While not an exhaustive list of their accomplishments, these examples illustrate the depth and expertise that GSE faculty bring to their teaching, as well as their many scholarly contributions to the field of education.

#### **Qualification of Stanford GSE faculty**

Stanford University, the Stanford Graduate School of Education (GSE), and the Stanford Teacher Education Program (STEP) take particular pride in our education faculty. The GSE consistently places among the top education schools in the country, in part due to the strength of its faculty. For example, in 2015 [US News & World Report](#) ranked STEP Secondary and STEP Elementary 2<sup>nd</sup> and 8<sup>th</sup>, respectively, among teacher education programs.

GSE academic faculty are deeply involved in the operations, oversight, teaching, and professional development in STEP. Because STEP is central to the GSE's design and mission, STEP faculty are committed to teacher preparation as a central part of their teaching responsibilities. In turn, the GSE strongly supports the staffing of numerous STEP courses and related professional development experiences with academic faculty. Many faculty members draw on their own research to inform their work with STEP candidates.

Stanford University and the GSE observe highly competitive standards in filling professorial positions. Applicants must hold a doctoral degree, demonstrate a record of excellence in scholarly publication, model exemplary teaching, show leadership in the academic community, and, where appropriate, have close connections to fields of practice. In order to obtain tenure at Stanford University, faculty members must demonstrate that they are among the premiere scholars in their fields of expertise, both nationally and

internationally. In order to be hired, assistant professors must demonstrate significant potential to achieve this status (see the [Stanford Faculty Handbook](#)).

The GSE expects that all professors, including those who teach in STEP, to demonstrate serious commitment to scholarship and a depth of knowledge around current issues that impact the nation's public education system. Faculty publish extensively in prominent peer-reviewed journals and are recognized as leaders in the field of education. Most also publish in practitioner journals on issues related to teaching and learning, and most participate in national panels and task forces related to policy, research, and practice in their fields. As their [curriculum vitae](#) indicate, all STEP faculty are active, engaged scholars. They are invited to be keynote speakers and featured participants at national and international meetings of scholars, at professional conferences, and on numerous advisory committees. They occupy significant positions in professional organizations and serve as expert witnesses in debates on education law and policy. They serve as editors of prestigious research journals of research, many of which have become canonical texts for the field and are widely used in other professional preparation programs. See [Table 4.1](#) for a summary of their recent publications. Faculty draw on current scholarship as they develop and update course syllabi each year. Because many faculty provide leadership in professional organizations and serve on editorial boards and as reviewers, they are particularly aware of the latest developments in education and related fields. These developments subsequently influence the design and content of the STEP curriculum. Many faculty incorporate ideas and examples from their own scholarship into their STEP courses, giving candidates access to cutting-edge work in the field.

In addition, STEP faculty actively participate in public elementary and secondary schools and districts. The faculty consult with teachers and administrators, conduct professional development, serve in leadership roles for local schools, and carry out research projects that regularly take them to local educational settings. GSE and STEP faculty and staff are deeply involved in the work of the Stanford-founded secondary charter school, [East Palo Alto Academy \(EPAA\)](#), and the Faculty Director of STEP Secondary, Peter Williamson, currently serves on EPAA's [Charter Advisory Board](#) along with Stephen Olson, the GSE Dean of Finance and Administration. They serve as members of steering committees, support administrators and teachers, and contribute significant time and effort to support student learning at these schools. See [Table 4.1](#) for detailed information about the faculty's professional service.

In addition to their ongoing work in area public schools, faculty model institutional service for candidates through their work within the university. Faculty are expected to be actively engaged in service to the university and to the field of education. Each year faculty must submit an annual report to the dean of the School of Education in which they document their service to the GSE and Stanford University, as well as their service to local schools and districts, community groups, and professional organizations.

### **Qualifications of other instructors and clinical supervisors**

Beyond the Stanford academic faculty, STEP values the instructional contributions of its program staff, adjuncts, and doctoral students, who also teach several STEP courses and related professional development. Doctoral students with teaching experience and content-specific expertise also serve as course instructors, typically after a previous collaboration with a Stanford faculty member as a co-instructor or as a teaching assistant. See Tables [4.2](#), [4.3](#), and [4.3a](#) for a detailed overview of the qualifications of clinical faculty, lecturers, and doctoral students. As this standard highlights, STEP is proud of the quality of its university-based and clinical faculties. STEP also prioritizes its role as a site for the preparation of teacher educators. Many doctoral students who collaborate with the STEP faculty go on to assume leadership positions in teacher education programs across the country.

### **Qualifications of educators who supervise clinical experiences**

The design of STEP's clinical experiences also allows candidates to interact with P-12 students in a variety of teaching roles throughout the entire program year, which gives candidates many opportunities to try out pedagogical approaches, support student learning over time, and demonstrate the required proficiencies—all under the guidance of qualified clinical Supervisors.

STEP offers a clinical model of teacher preparation. Candidates spend a significant amount of time in the field, which is consistent with STEP's commitment to learning from supervised practice: roughly 800 hours over the course of a year (20 hours per week x 4 weeks in summer and 36 weeks during the academic year). Field placements begin during a four-week summer school program run jointly with our district partners in Sunnyvale Unified School districts. Academic year placements begin in August when district/school teacher report to work and run through the entire academic year. Single Subject candidates complete a year-long field placement in one school, where they spend approximately twenty hours per week, with some variation for schools with block schedules or non-traditional calendars. Multiple Subject candidates divide the academic year between two field placements, one from August through December and the other from January to June, which provide experiences with students at different grade levels and stages of development. In their placements, all candidates receive extensive feedback from their university supervisor and cooperating teachers in at least nine formal observation cycles and many additional informal observations. (See [STEP Observation Cycle](#) document).

STEP Supervisors are all experienced practitioners, credentialed in the subject matter in which they supervise. STEP Supervisors include practicing and retired elementary and secondary teachers, doctoral candidates, and STEP clinical associates. STEP Cooperating Teachers are all experienced educators with appropriate credentials, subject matter expertise, and classroom teaching experience. Many have earned advanced degrees and/or National Board certification as well. Cooperating Teachers possess the knowledge, expertise and experience necessary to be effective mentors and who understand STEP's [graduated responsibility](#) approach to clinical practice. STEP selects Cooperating Teachers based on evidence that a Cooperating Teacher's classroom practices are consistent with [STEP's conceptual framework](#), and thus will

serve as models of effective instruction for our teacher candidates. (See Table X.X for a description of clinical faculty's qualifications.)

### **Standard 4.2**

**They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.**

The GSE faculty, STEP staff, GSE doctoral students, program adjuncts, clinical Supervisors and Cooperating Teachers in STEP represent a diverse group of educators, who are also knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.

[Table 4.4](#) provides demographic information about our program faculty and clinical Supervisors, writ large. When selecting clinical faculty, STEP places high priority on identifying practitioners with a range of backgrounds and a documented record of success with diverse learners. Overall, these data reflect the demographics of the teacher workforce in California, and note that schools with higher proportions of students of color tend to have a more diverse faculty. Because of their experiences as teachers in a variety of settings, STEP's Cooperating Teachers and university Supervisors are able to support candidates in working with students from diverse groups. STEP's university faculty devote much of their professional service to working with teachers and students in diverse schools.

In addition, STEP faculty are well known for their contributions to the scholarship on issues of diversity and equity in education, and candidates often seek out STEP specifically because of the program's commitment to equity and because of the faculty's reputation for scholarship on diversity within education, as is evident in professors' published work, presentations, and activities at the local, state, and national levels. As instructors, STEP faculty address different forms of diversity, such as socio economic, linguistic, gender, and learning differences among students. In designing course syllabi, faculty members include readings that reflect an attention to diversity and the role it plays in classrooms and schools.

STEP prepares and supports teacher leaders working with diverse learners to achieve high intellectual, academic, and social standards by creating equitable and successful schools and classrooms. (See [STEP Mission Statement](#).) To narrow the achievement gap among students from different socio-economic, racial, ethnic, linguistic, and cultural backgrounds, students with exceptionalities, and students of different sexual orientation, candidates learn to create equitable classrooms and to recognize the strengths, interests, and needs of all students. Beyond understanding the curricular and pedagogical challenges of teaching in diverse classrooms, candidates learn how to capitalize upon the diverse intellectual contributions, ideas, and perspectives that emerge in heterogeneous groups of students.

STEP faculty demonstrate their knowledge of and appreciation for diversity in their courses. For example, by using a variety of participation structures in their courses, faculty provide many opportunities for candidates to interact with and to benefit from one other's

intellectual contributions and diverse experiences, leveraging and valuing the diversity among candidates. In addition, course assignments focus candidates' attention on the strengths and needs of individual learners, and faculty model attention to individual learners in their work with candidates. Through these strategies, faculty support candidates in developing the following proficiencies: designing learning segments where students can access information relevant to the task through multiple representations, via different media, and in different ways; developing assessments that allow students to demonstrate their knowledge and understanding in multiple formats, orally and in writing; using different participant structures in the classroom to maximize student engagement; and engaging in inquiry into their practice. Candidates learn to build on the resources of individuals, families, and communities. Faculty also support candidates in developing the empathy and vision to see their students for who they are, the skills to address student learning strengths, interests and needs, and the commitment to continue working for students when obstacles are inevitably encountered. Through assignments and discussions, STEP faculty guide candidates in thinking about the backgrounds, strengths, and needs with which students arrive at school, as well as how they as educators can best leverage and incorporate those cultures and contexts in the classroom.

### **Standard 4.3**

**They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.**

As discussed above, STEP instructional faculty and clinical Supervisors provide leadership in professional organizations and serve on editorial boards and as reviewers, they are particularly aware of the latest developments in education and related fields. In addition, faculty members are engaged in ongoing research projects and advisory work in local schools (see [Table 4.1](#)). STEP faculty actively participate in public elementary and secondary schools and districts. The faculty also consult with teachers and administrators, conduct professional development, serve in leadership roles for local schools, and carry out research projects that regularly take them to local educational settings. Thus, STEP faculty are acutely aware of the contexts, accountability systems, and standards that drive the curriculum of public schools. Many faculty incorporate ideas and examples from their own scholarship into their STEP courses, giving candidates access to cutting-edge work in the field. (See, for example, the work of STEP professors [Jo Boaler](#), [Linda Darling-Hammond](#), [Sam Wineberg](#), [Kenji Hakuta](#), and [Jonathan Osborne](#).)

Like STEP's instructional faculty, STEP's clinical faculty have relevant and deep knowledge of the contexts and issues that inform public school curricula, as well as relevant experience in schools. (See [Table 4.3](#) and [4.3a](#) for the qualifications of STEP's clinical faculty.)

#### **Standard 4.4**

**They collaborate regularly and systematically with colleagues in *P-12* settings/college/university *units* and members of the broader, professional community to improve teaching, candidate learning, and educator preparation.**

STEP instructional faculty develop collaborative partnerships with P-12 colleagues and the broader professional community through purposeful and substantive dialogue between STEP and university departments that provide subject matter preparation on the one hand, and STEP and schools and districts where candidates engage in field experiences on the other.

Again, [Table 4.1](#) indicates all STEP instructional faculty are active, engaged educators committed to improving student learning and educator preparation through collaboration. STEP faculty occupy significant positions in professional organizations and serve as expert witnesses in debates on education law and policy. They serve as editors of prestigious research journals of research, many of which have become canonical texts for the field and are widely used in other professional preparation programs. In addition, faculty are invited to be keynote speakers and featured participants at national and international meetings of scholars, at professional conferences, and on numerous advisory committees. STEP faculty are also active members of the broader GSE and Stanford communities through participation in University governance committees, the Stanford Faculty Senate, and other important service roles at the University, in the broader field, and in the community.

In addition, STEP instructional and clinical faculty work closely with the program's K-12 partners to ensure the rigorous training of STEP candidates. As mentioned elsewhere, 2-3 times per year STEP invites cooperating teachers and administrators for a "[Dine and Discuss](#)" event at Stanford. At these professional development events, Stanford faculty share relevant research and our clinical site partners gain access to innovative scholarship and its implication for practice. Additionally, STEP program staff have the opportunity to solicit feedback from partners in our K-12 schools. These events typically have strong attendance rates, which signals the commitment of STEP's school partners to ongoing professional development and engagement with STEP faculty. For example 28 Supervisors and 42 cooperating teachers, or 100% and 42% respectively, attended the Fall 2015 Dine and Discuss, an [attendance rate](#) that is consistent with previous years' events. Many cooperating teachers are unable to attend these dinners because of prior school or family commitments, or because they live or work far from campus. However, candidates, supervisors or the director of clinical work ensure that the cooperating teachers who are unable to attend [receive any handouts](#) distributed during the dinner.

In addition, university supervisors serve as liaisons between STEP and the placement sites. Throughout the year, three-way meetings among the university supervisor, cooperating teacher, and teacher candidate provide opportunities to discuss the clinical experience, and to offer feedback to the candidate. The supervisor often conveys feedback from the field to the STEP directors. Such meetings ensure consistency between candidate coursework and clinical practice. In addition, candidates receive extensive feedback from their both university supervisor and cooperating teachers in at least nine formal observation cycles

and in many additional informal observations. (See [STEP Observation Cycle](#) document.) The design of STEP's clinical experiences allows candidates to interact with P-12 students in a variety of teaching roles throughout the academic year, which gives candidates many opportunities to try out pedagogical approaches, support student learning over time, and demonstrate the required proficiencies—all under the guidance of university and K-12 cooperating teachers. STEP emphasizes the supervisors and cooperating teachers are working together to support and teach the candidate; thus, when areas of concern emerge, both participate in discussions with the candidate.

Finally, there are a variety of other ways in which partners collaborate in developing program policies and reviewing program practices. STEP has consulted with both subject matter providers and school personnel in designing its recruitment efforts and in developing plans for advising and new curriculum initiatives. The ongoing evaluation of STEP's curriculum are regularly informed by feedback from clinical partner schools, who offer insights about what is working and what needs to be improved. Several enduring features of the STEP curriculum have been the result of feedback from cooperating teachers and school administrators.

As another example, STEP's close collaboration with Sunnyvale Unified School District began with a joint summer school program and has evolved into a productive partnership designed to strengthen teaching and learning throughout the district. To further strengthen this partnership, every year, STEP creates the Summer School Report ([Single Subject/Multiple Subject \(all\)](#)), a comprehensive assessment of the STEP/Sunnyvale Summer School program based on candidate feedback. In the fall, STEP directors and clinical associates [meet with Sunnyvale stakeholders](#) to discuss the findings of the report and chart programmatic changes for the upcoming summer. Furthermore, based on feedback from partners, STEP continues to refine the process of selecting field placements that will best provide candidates with meaningful clinical experiences. Working closely with school administrators, STEP takes into consideration the overall capacity of the site to support teacher candidates, as well as the potential of individual teachers to serve as cooperating teachers. Considerations related to the master schedule of the schools have also become a part of the conversation between STEP and the field sites.

In addition, this fall STEP hosted a [gathering](#) of Superintendents and other district and school leaders at our partnering districts and schools. The event provided an opportunity to share some timely research and policy updates on topics important to [our K-12 partners](#), and to hear from our district leaders their feedback on the strengths and challenges of school-university partnerships.

## **Standard 4.5**

***The institution provides support for faculty development.***

The GSE's workload policy is designed for professors to teach four courses per academic year. In addition to teaching, Stanford academic faculty pursue a wide range of academic interests: research, writing, publishing, membership in professional organizations, and

academic travel. Specifically, faculty who teach for STEP include in their academic agendas research work within and across school sites (see [Table 4.1](#)). Annually, the GSE provides all academic faculty members with a funded faculty account to support faculty development. The GSE also provides mentoring for junior faculty to assist them in meeting the expectations for scholarship, teaching, and service. Additionally, the university's [Office of the Vice Provost for Teaching & Learning](#) provides resources such as video recording and consultations to support all faculty members' pedagogical practices.

As noted earlier, all instructional faculty are regularly involved in professional conferences and meetings. The GSE and STEP provide resources for STEP program staff and to attend conferences, workshops, and other professional development opportunities.

STEP instructional faculty and clinical Supervisors also engage in regular professional development conversations about curriculum, instruction, and assessment of candidate work through quarterly instructors' meetings and other forums. These discussions are important vehicles for improving the quality of teaching. From co-planning major assignments to sharing information about successful classroom activities, STEP faculty make candidate learning the focus of their work. The constant examination of the STEP curriculum by the faculty and the coordination among the various courses contribute to ongoing improvements in the quality of instruction.

The professional development of clinical faculty is a priority in STEP. STEP offers a variety of resources to complement the strengths of its cooperating teachers. Prior to the start of the school year, STEP schedules an orientation workshop for new cooperating teachers, attended by program directors and a panel of veteran cooperating teachers (see [New Cooperating Teacher Workshop agenda](#)). All cooperating teachers typically attend this event, signaling their commitment to participating fully in the program. (See [New CT Workshop attendance](#).) University supervisors later meet individually with all Cooperating Teachers, both new and returning, for several purposes: to review the [Teacher Candidate Contract](#) and Integration Plan ([Single Subject/ Multiple Subject \(all\)](#)), the Cooperating Teacher Handbook ([Single Subject/ Multiple Subject \(all\)](#)), and the program schedule; and to answer individual questions. From this point, cooperating teachers work extensively with the supervisors to maintain consistent communication between STEP and the placement sites. The collaborative relationship among the cooperating teachers, candidate, and university supervisor anchors the field placement experience. Additionally, twice per year STEP invites cooperating teachers and administrators for a "[Dine and Discuss](#)" at Stanford. At that event, Stanford faculty share relevant research and our clinical site partners gain access to innovative scholarship and its implication for practice. STEP also hosts over 10 professional development events each year for its supervisors, including full-day and evening sessions, as well as new supervisor trainings and Dine and Discuss events. (See [sample agendas](#).) Supervisors are informed of the professional development events at the beginning of the year and are contacted in advance of each specific event, and receive reminders about the event via a list serve. These sessions, which are facilitated by the director of clinical work, provide supervisors with a forum to share their own pedagogical best practices and discuss supports for teacher candidates. Historically, all supervisors have attended each session, with rare exceptions in the case of personal emergencies or, for

doctoral candidates who are supervisors, scheduling conflicts between the session and a Stanford class. When a supervisor is unable to attend the session, a “buddy,” or fellow Supervisor, volunteers to collect the materials for the missing Supervisor. In addition, the director of clinical work and the cooperating teacher who works with that supervisor meets with the supervisor to share the content of the meeting with him/her.

In addition to STEP’s resources, supervisors and cooperating teachers also have access to Stanford’s professional development opportunities. For example, Stanford’s [Center to Support Excellence in Teaching \(CSET\)](#) provides a number of professional development opportunities available to STEP instructors and clinical supervisors, including speaker series devoted to pedagogical best practices (see example). The program regularly informs clinical instructors of these supplementary university-wide resources via email list serves and encourages them to participate, as time and interest allows. STEP also encourages cooperating teachers to pursue National Board Certification, and many do. Since 1998 Stanford has offered a support group for National Board candidates so that they have the opportunity to share videotapes of teaching, analyze practice in light of the NBPTS standards, and support the development of one another’s practice.

#### **Standard 4.6**

*The unit regularly evaluates the performance of course instructors and field Supervisors, recognizes excellence, and retains only those who are consistently effective.*

GSE policies support the ongoing assessment and instructional development of faculty. GSE academic faculty submit an annual report to the dean of the School of Education for evaluation. This report documents faculty members’ activities and achievements in the following areas: scholarship, teaching, contributions to the field, and participation in professional activities. Faculty salary increases are based on documented achievements. Letters to faculty state that merit increases are based on the following criteria: 1) scholarly productivity; 2) teaching, including advising and mentoring; 3) service outside of Stanford and to the university; and 4) external support for research and related activities.

STEP also follows Stanford University’s course evaluation procedure in which candidates complete online evaluations at the end of each quarter. These evaluations include both rated-scale and open-ended items. Results of these evaluations are tabulated by the Registrar’s Office and made available online to all members of the Stanford community. The STEP directors use these evaluation results to plan and adjust course offerings (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.) STEP directors review course evaluations for all instructors to determine the quality of their instruction and course content. Faculty members have primary responsibility for evaluating the graduate teaching assistants with whom they work, informed by feedback in the course evaluations and informal feedback from candidates. On rare occasions in which a faculty member’s course evaluations reveal a need for professional development, the Dean or

STEP Directors might refer that faculty member to [Stanford's Center for Teaching and Learning](#) for assistance.

Beyond formal course evaluations, most STEP instructors collect weekly exit tickets and/or mid-quarter feedback about their courses and use this feedback to make appropriate adjustments. Faculty take seriously the feedback they receive from formal and informal feedback about their courses. Course syllabi rarely, if ever, remain exactly the same from one year to the next as faculty try out new assignments, introduce new readings, and add topics from current scholarship and practice.

STEP also continually gathers data from program-wide assessments. Program directors survey candidates on their course and clinical experiences via [weekly Check-in tickets](#), and follow up with students individually, as needed, in addition to raising concerns in weekly staff meetings. Directors also meet with each candidate individually at the end of fall and spring quarters to discuss candidates' academic experiences and their student teaching placements

The directors also collect information from candidates specifically about the work of cooperating teachers and supervisors, and provide feedback to the supervisors based on this review. As the STEP directors monitor the quality of the clinical placements throughout the year, they make changes if the mutual needs of the cooperating teacher and the teacher candidate are not being met. Also, as needed throughout the year, the director of clinical work, along with STEP's clinical supervisors, support supervisors and cooperating teachers in specific areas of growth. Additionally, the director of clinical work reviews year-over-year trends in evaluation of clinical faculty and uses cumulative data when making clinical staffing decisions. Outstanding clinical faculty are invited to not only continue supporting candidates, but also to assume informal mentorship roles. For example, cooperating teachers who are consistently well-regarded by candidates and peers are asked to serve as speakers on a [panel](#) for incoming cooperating teachers.

Candidates also complete formal programmatic evaluations. For example, at the end of the summer, candidates complete surveys about their STEP Summer School placements ([Secondary](#))/([Elementary \(all\)](#)). (See also Summer School survey results—([Secondary](#))/([Elementary \(all\)](#))). Additionally, candidates take an [exit survey](#) at the end of the STEP year to rate the overall contribution of their coursework and fieldwork in their preparation as professional educators, and provide a confidential evaluation of the field placement. The director for clinical work pays particular attention to candidates' feedback on their experiences in field placements. This [feedback](#) about cooperating teachers' instructional and mentoring practices is also kept on file and used to make decisions regarding future field placements.