



STANFORD UNIVERSITY GRADUATE SCHOOL OF EDUCATION  
STANFORD TEACHER EDUCATION PROGRAM  
PRECONDITIONS REPORT

Submitted to:  
California Commission on Teacher Credentialing  
March, 2022

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## I. Program Overview

### **Stanford University and the Stanford Graduate School of Education**

The [Stanford Teacher Education Program](#) (STEP) is a 12-month graduate school program of the Stanford University Graduate School of Education (GSE). Stanford University is a private, non-denominational, residential institution of higher learning that is accredited by the Accrediting Commission of Senior Colleges and Universities of the Western Association of Schools and Colleges. Located about 35 miles south of San Francisco in suburban Palo Alto, Stanford University consists of seven major schools (Business; Earth, Energy & Environmental Sciences; Education; Engineering; Humanities & Sciences; Law; and Medicine) and many additional interdisciplinary centers, programs, and research laboratories.

The [Graduate School of Education](#) offers Masters of Arts and Doctor of Philosophy degrees in a variety of programs, as well as an [honors program and minor in education for undergraduates](#). The Stanford Teacher Education Program (STEP) provides the only professional degree program within the GSE.

### **Overview of the Stanford Teacher Education Program (STEP)**

STEP aims to cultivate teacher leaders who share a set of core values that includes a commitment to justice, an understanding of the strengths and needs of diverse student populations, and a dedication to equity and excellence for all students. The program takes an approach to teaching and learning that is sensitive to the family, community, and political contexts of education; focused on the needs and development of diverse learners; and grounded in the study of subject matter that enables inquiry, critical thinking, problem solving, and high academic achievement.

STEP offers candidates a Master of Arts in Education degree and either a California Multiple Subject or a Single Subject Preliminary Credential. Single Subject candidates pursue a credential in one of five content areas: English, History/Social Science, Mathematics, Science, or World Languages. Multiple Subject candidates have an option to pursue a Spanish bilingual authorization.

The program combines a full year of student teaching with 45 quarter units of graduate coursework. To ensure that all of the program's candidates gain a clear understanding of the realities of California public education, candidates are placed in public schools for the entire school year<sup>1</sup>, beginning with a summer school experience in which all candidates observe and participate in STEP's specially co-designed program with the Sunnyvale School District<sup>2</sup>. During the regular academic year, teacher candidates complete university coursework while concurrently participating in year-long field placements in local elementary, middle, and secondary schools, where they are mentored by an outstanding cohort of cooperating teachers and university supervisors.

STEP's small cohort size, and access to accomplished K-12 and [university faculty](#), and coherent design offer focused coursework interwoven with hands-on teaching experience, sustained mentoring, and personalized advising. The program advocates teaching that is

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<sup>1</sup> Occasionally, between one to three candidates per year are placed at Eastside College Preparatory School, an independent school that serves students from East Palo Alto and other low-income communities and in which all students are scholarship recipients.

<sup>2</sup> Summer school plans were curtailed in the summers of 2020 and 2021 due to the ongoing challenges of the COVID-19 pandemic. STEP is currently working with the Sunnyvale School District to consider best plans for summer of 2022 and beyond, based on the evolving health conditions and other related considerations.

content-based and context-responsive, with a strong emphasis on both the development of content-specific pedagogy and preparation to teach culturally and linguistically diverse learners. The program supports the preparation of reflective practitioners who work collaboratively with other educators to inquire into learning, refine their teaching, and solve common problems of practice. STEP is focused on developing educators with a commitment to social and racial justice and a thriving and inclusive democratic, pluralistic school system and society.

### **Blending Theory and Practice**

If educators are to ensure success for pupils who learn in different ways, have different intellectual and academic strengths, and encounter a variety of learning challenges, then those educators must know a great deal about the learning process and have a wide repertoire of teaching tools at their disposal. They must be responsive to the diverse needs of individual pupils and aware of the social, economic, and political contexts that inform classroom teaching. STEP seeks to connect knowledge of learning, teaching, and the social contexts of education to the core tasks of teaching: diagnosis of student strengths, interests, and needs, and the planning, instruction, and assessment of learning.

Educators learn by studying, doing, and reflecting; by collaborating with other professionals; by looking closely at pupils and their work; and by sharing what they see. The development of theoretically sound professional practice cannot occur either in university classrooms divorced from engagement in practice or in school classrooms divorced from knowledge and theories that result from rigorous scholarship. Professional learning in both schools of education and P-12 schools should provide opportunities for research and inquiry, for trying and testing, for talking about and evaluating the results of learning and teaching. The intersection of theory and practice occurs most productively when questions arise in the context of real work-in-progress, in schools and with pupils, informed by research and disciplined inquiry.

These principles underlie the programmatic design of STEP, which brings together university and school-based curricula, pedagogy, practice, evaluation, and reflection. This design integrates the many areas of knowledge that inform effective teaching and provides opportunities for observing, planning, and practicing pedagogical approaches in multiple clinical contexts. The capacity to look at classroom events empirically and analytically and to merge theory and practice is critical to the process of effective teaching and leadership. To be constructive, this reflection is informed by knowledge about learning and teaching and is based upon the effects of one's actions on learners.

Because of the situated nature of educational decision-making, STEP's design reflects the idea that learning to teach involves learning *about* practice *in* practice. Theories and methods encountered in coursework resonate with practices encountered in the field and vice versa, a consistency supported by strong relationships with partner schools in which candidates complete their field placements. This integration of coursework and fieldwork provides opportunities to connect theory and practice, particularly as course assignments draw on and inform the candidate's work in the clinical setting.

## II. Response to Preconditions

### General Preconditions Established by the Commission

#### **(1) Accreditation and Academic Credit**

The Stanford Teacher Education Program (STEP) is operated by the Stanford University Graduate School of Education (GSE) and Stanford University. Stanford is accredited by the Western Association of Schools and Colleges and grants both baccalaureate and post-baccalaureate credits and degrees. A copy of Stanford University's current WASC accreditation letter is included as [Appendix A](#).

#### **(2) Enrollment and Completion**

See [Appendix B, Statement of Assurance by Unit Head](#) (Dean, Stanford Graduate School of Education), for assurances related to Enrollment and Completion.

*Teach Out Plan:* The GSE and Stanford are committed to offering all required courses and managing and funding all necessary functions to support all of the required efforts necessary for every student who starts the program and remains in good standing to complete the program.

In the unlikely event the educator preparation program closes after a candidate is admitted, accepted, and enrolled, the GSE will prepare a teach out plan, including individual transition plans for each candidate, as well as a plan for candidates and graduates to access their student records.

In the event an educator preparation program was discontinued, STEP would prepare a specific plan and agreement for each candidate and include coursework, clinical work, and other credential requirements necessary to be completed and an appropriate timeline and roadmap for doing so.

Additionally, under such circumstances STEP/Stanford GSE would communicate and work collaboratively with other local EPPs to seek out appropriate transfer, collaboration, or oversight pathways, including specified transition plans and access to transcripts and other necessary reports. Other local providers with whom we would work include but are not limited to the University of San Francisco, San Jose State University, San Francisco State University, and the [San Francisco Unified School District \(SFUSD\) and its myriad teacher residency pathways](#). STEP/Stanford GSE already has a long-standing collaborative relationship with SFUSD via the San Francisco Unified Teacher Residency program and the [Stanford-SFUSD research partnership](#), and so specialized arrangements with these EPP and district partners would likely be the first we would pursue and secure under such circumstances.

### **(3) Responsibility and Authority**

- a. At Stanford University, the Dean of the GSE has final, formal authority for the ongoing oversight of STEP. Relatedly, the Dean appoints a faculty steering committee to provide advice and policy guidance to the faculty and program directors of STEP (See [Appendix C, Steering Committee Charge](#)). The Faculty Director of STEP is appointed by the GSE Dean to supervise the educator preparation programs.
- b. The Faculty Director of STEP reports to the Dean of the Graduate School of Education, who in turn reports to the Stanford University Provost. Organizational charts outlining both the administrative structure of Stanford University and STEP's position within that structure are included in [Appendix D](#).
- c. No one other than current Stanford employees submit credential recommendations to the Commission. See [Appendix B, Statement of Assurance by Unit Head](#) (Dean, Stanford Graduate School of Education).

### **(4) Lawful Practices**

Stanford University does not discriminate on the basis of race, ethnicity, nationality, religion, gender, sexual orientation, marital status, age, or any other characteristic protected by law, with regard to personnel decisions. [Stanford's Equal Employment Opportunity, Non-Discrimination, and Affirmative Action policies](#) apply to all university employees, and address the recruiting, selection, compensation, and promotion of employees. As a private institution, Stanford does practice non-discriminatory affirmative action in its admissions process. The university's [Nondiscrimination Policy](#) specifically addresses the fair treatment of all students, and the [Diversity and Access Office](#) ensures Stanford's ongoing compliance with federal and state nondiscrimination policies. Stanford Graduate Admissions also offers [policy statements of non-discrimination](#).

### **(5) Commission Assurances**

See [Appendix B, Statement of Assurance by Unit Head](#) (Dean, Stanford Graduate School of Education):

- a. Through ongoing participation in the Commission's accreditation process, STEP has documented its adherence to educator preparation standards established by the Commission.
- b. All candidates participating in public school-based field activities hold a Certificate of Clearance from the Commission.
- c. STEP will continue to cooperate in evaluations of the program by external teams and/ or by Commission staff members, as required.
- d. The program has successfully completed all of the Commission's requirements for ongoing accreditation since the last site visit, including Biennial Reports and the Program Assessment Reports. STEP will continue to participate fully in the Commission's accreditation system, continuing to submit the required documentation to the

Commission in a timely manner, as well as participate in other facets of accreditation (e.g., Site Visits), in keeping with the Commission’s guidelines.

#### **(6) Requests for Data**

Professor Ira Lit, STEP’s Faculty Director, will respond to all requests for data regarding program enrollments and completion within the timeframe specified by the Commission. He can be reached at [iralit@stanford.edu](mailto:iralit@stanford.edu) or by phone at (650) 725-2221. On an annual basis, STEP will check the contact information listed on the Commission’s approved programs page and make any necessary updates. See [Appendix B, Statement of Assurance by Unit Head](#) (Dean, Stanford Graduate School of Education).

#### **(7) Veracity in all Claims and Documentation Submitted**

STEP affirms the veracity of all statements and documentation submitted to the Commission. See [Appendix B, Statement of Assurance by Unit Head](#) (Dean, Stanford Graduate School of Education).

#### **(8) Grievance Process**

Stanford University has established [policies and procedures for student grievances](#), to which STEP adheres. The university’s policies provide recourse to undergraduate and graduate students who perceive instances of academic impropriety. The university provides several channels—such as an ombudsperson, guidelines for informal attempts at a resolution, and the filing of a formal grievance—to help students obtain a fair outcome. The university also has policies for [non-academic grievances](#). For such matters, the [Office of Accessible Education](#) serves as a resource, as well as the [Division of Institutional Equity & Access](#), which houses the [University Ombuds](#) and the university’s [Diversity and Access Office](#).

Upon starting STEP, candidates receive access to STEP’s online Student Handbook, which details the program’s requirements and expectations. In addition, candidates are informed of university’s grievance procedures and are also directed to the university handbook (the [Stanford Bulletin](#)). [Appendix E](#) contains the “Procedure for the Dismissal of Masters Students at the GSE” document that is contained in the [STEP handbook](#).

#### **(9) Faculty and Instructional Personnel Participation**

STEP faculty members and instructional personnel actively participate in public elementary and secondary school classrooms in a variety of roles. The position of Clinical Associate, designed specifically to be a liaison between STEP and its school partners, attests to the program’s commitment to these relationships. Clinical Associates often teach STEP courses and serve as clinical supervisors for teacher candidates. They also regularly visit placement school sites and classrooms and engage in conversations and professional support with school administrators and teachers. In addition, STEP faculty members and adjunct instructors consult with schools and school districts, conduct professional development for teachers, serve in leadership roles and supervise research programs in partnership with schools and districts. See [Appendix F](#) for a list of regular program instructors and their connections to local schools.

## **(10) Communication and Information**

STEP provides easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for [admission](#), coursework ([MS](#) and [SS](#)) and fieldwork requirements, and all other requirements for successful completion for all its educator preparation programs. This information is available on the [STEP website](#), via the [STEP handbook](#), and through information sessions that STEP offers for prospective educators.

## **(11) Student Records Management, Access, and Security**

STEP maintains and retains student records in accordance with [Stanford's record retention policy](#). STEP makes sure that:

- a. candidates and graduates will have access to/are provided with [transcripts](#) and/or other documents for the purpose of verifying academic units and program completion.
- b. all candidate records are maintained at STEP (paper or digital copies) in accordance with University and CTC policies.
- c. records are kept securely in locked cabinets and/or on a secure server located in a room not accessible by the public.

Additionally, STEP's student services associate and credential analyst is specifically tasked with supporting both students and alumni in accessing necessary records and transcripts.

## **(12) Disclosure**

STEP does not use any outside entity to provide direct educational services to teacher candidates. All STEP classes are taught by Stanford faculty and university approved instructors.

## **Preliminary Multiple Subject and Single Subject Preconditions**

### **(1) Limitation on Program Length**

STEP is a 12-month academic program consisting of a minimum of 45 quarter units of credit, carried out over four academic quarters—beginning in late June and continuing until June of the following calendar year<sup>3</sup>. During the STEP year, teacher candidates complete an integrated program of university coursework along with clinical work in local schools. Coursework combines subject-specific methods courses, practicum courses, and foundations courses that examine the purposes of education and theories practices of teaching and learning.

Descriptions of the required coursework for the Single Subject and Multiple Subject and Multiple Subject with bilingual (Spanish) authorization credential programs may all be found on the STEP website ([MS](#) and [SS](#)) and STEP Handbooks ([MS](#) and [SS](#)).

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<sup>3</sup> Due to pandemic health considerations, the program launched in the later part of the summer of 2020 and 2021, and we revised the curriculum calendar and clinical experiences accordingly. We are currently planning for a more typical summer start in late June of 2022, as we closely monitor evolving health conditions and other related considerations.

## **(2) Limitation on Student Teaching Prerequisites**

Both Single Subject and Multiple Subject candidates begin their in-school teaching placements during the STEP summer quarter, with no prerequisites of professional preparation coursework. Additional student teaching placement experiences begin in August and continue for the full academic year. See **Appendix G (MS and SS)** for description of placement experiences and timeline.

## **(3) English Language Skills**

As per CTC guidance, the requirements for Precondition 3 are reviewed during Program Review and at the site visit.

## **(4) Undergraduate Student Enrollment**

This precondition is not applicable, given that Stanford is a private institution, and not part of the California State University or the University of California system.

## **(5) Program Admission**

During the admissions process, each candidate must specify how s/he 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.

In addition, following Assembly Bill (AB) 130 effective July 9, 2021, STEP applicants may now meet subject matter requirements using undergraduate or graduate coursework. The STEP website includes the following [link](#) to subject matter guidance as determined by CCTC.

See webpages for [Multiple Subject](#) and [Single Subject](#) admissions requirements.

See also [Appendix H](#) for the Supplemental Information Form that applicants use to indicate their progress and plans toward meeting the subject matter requirements. This form reflects the most recent CCTC guidance related to Basic Skills and Subject Matter Verification.

## **(6) Subject Matter Proficiency**

All candidates must meet the subject matter requirements prior to beginning the independent student teaching phase of their clinical work.\* See **Appendix I (MS and SS)** for a copy of the “Advancement to Independent Student Teaching” form that stipulates the subject matter proficiency requirement.

Additionally, the STEP credential analyst tracks candidate progress on meeting subject matter requirements throughout the year, reporting quarterly to STEP’s Faculty Director (or more often if needed). See [Appendix J](#): sample tracking document on candidate progress toward meeting subject matter requirements for the STEP classes of 2021 and 2022. The tracking forms differ to reflect updated CCTC guidance, and collection of 2022 candidate data is still in progress.

*\*Note: During the pandemic, some students had not met their subject matter requirements in advance of independent student teaching, due to the challenges of test availability and COVID health requirements – circumstances the CTC and state recognized by providing flexibilities around subject matter verification in credential pathways.*

### **(7) Completion of Requirements**

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

- possession of a baccalaureate degree from a regionally accredited institution;
- passage of the Basic Skills Requirement for admission: undergraduate coursework, combination of undergraduate coursework and tests, CBEST, CSET Writing Skills, and SAT/ACT/AP test are the most common ways for STEP applicants to meet the Basic Skills Requirement
- completion of the professional preparation program
- completion of the subject matter requirements
- demonstration of knowledge of the principles and provisions of the Constitution of the United States
- passing the Teaching Performance Assessment (edTPA for STEP teacher candidates)
- Multiple Subject candidates must also have passed the Reading Instruction Competence Assessment.

**Appendix K (MS and SS)** includes samples of the tracking records for the STEP classes of 2021 and 2022, with candidate names removed. The documents are used by STEP's Credential Analyst to track students' progress toward completion of state credential requirements. The forms reflect CCTC guidance related to state credential requirements. (Tracking for the STEP class of 2022 is in progress.) [Appendix L](#) provides a sample edTPA score report (with names removed) for teacher candidates in the Class of 2021 as evidence of tracking processes related to required Teaching Performance Assessment.

## Preconditions for Specialist Credentials and Certificates: Bilingual Authorization

**(1) Candidates for a Bilingual Authorization must hold a prerequisite teaching credential or be recommended for an acceptable teaching credential simultaneously. The following credentials are acceptable as prerequisite or simultaneous teaching authorizations: Single Subject, Multiple Subjects or Education Specialist teaching credentials or the equivalent.**

All candidates in STEP's bilingual authorization pre-service pathway are simultaneously enrolled in the CTC approved Multiple Subject program, which meets all of the 2042 program standards and requirements for ELA authorization.

Bilingual Authorization candidates are simultaneously recommended for a Multiple Subject credential and Bilingual Authorization OR have previously received a Multiple or Single Subject credential.

Application requirements for the [Multiple Subject](#) program and the [Bilingual Authorization](#) are clearly articulated on the STEP website. When candidates apply to STEP, they complete the Supplemental Information Form (see [Appendix H](#)), which provides information about credential requirements for both the Multiple Subject program and the Bilingual Authorization. Additionally, the [STEP Elementary Handbook](#) (pages 10 - 13) outlines all requirements teacher candidates in the bilingual pathway must meet in order to be simultaneously recommended for the Multiple Subject Teaching Credential and the Bilingual Authorization.

**(2) The prerequisite teaching authorization must authorize instruction to English learners. Examples of such authorizations include a 2042 authorization, a CLAD or equivalent English Learner Authorization, or the candidate must be eligible for the EL authorization at the time for recommendation for the bilingual authorization. The Certificate of Completion of Staff Development (CCSD) [SB 1969 (Chap. 1178, Stats. 1994), SB 395 (Chap. 685, Stats. 1999), AB 2913 (Chap. 169, Stats. 2004)] is not equivalent to a CLAD authorization.**

All candidates in STEP's bilingual authorization preservice pathway are simultaneously enrolled in the CTC approved Multiple Subject program, which meets all of the 2042 program standards and requirements for ELA authorization.

Bilingual Authorization candidates are simultaneously recommended for a Multiple Subject credential via STEP's 2042 approved program OR have previously received a Multiple or Single Subject credential from STEP's 2042 approved program.

The [STEP Elementary Handbook](#) (page 15) states that all candidates simultaneously enrolled in the Multiple Subject and Bilingual Pathway will earn the English Learner Authorization upon successful completion of all SB2042 credential requirements, course work and appropriate student teaching.

[Appendix M](#) includes samples of tracking records for candidates simultaneously enrolled in the Multiple Subjects program and the Multiple Subjects with Bilingual Authorization (with candidate names removed). The form reflects CCTC guidance that candidates in the Class of 2021 can have RICA pending and still get a Preliminary Credential. The form for the Class of 2022 (in progress) reflects guidance that the Basic Skills Requirement which can be met via coursework plus RICA now includes three subsets. STEP's Credential Analyst tracks students' progress toward completion of credential requirements for both. Candidates for the Bilingual Authorization must pass CSET LOTE: Spanish subsets III (language) and V (culture) and take [EDUC264E Métodos y Materiales en los Salones Bilingües](#) during fall quarter.

The following STEP courses specifically address the needs of English learners:

- [EDUC228E](#), [EDUC228F](#), and [EDUC228G](#): *Becoming Literate in School* helps Multiple Subject candidates understand the relationship between language development and early literacy;
- [EDUC388A](#): *Language Policies and Practices* provides all candidates with a repertoire of theory-based methods to facilitate and measure English learners' growth in English language and literacy acquisition, as well as create learning environments that promote English language development and content area learning;
- [EDUC283](#): *Child Development in and Beyond Schools* introduces candidates to foundational linguistics and theories about how people acquire new language, while also teaching candidates the specific linguistic skills used for academic tasks in the classroom and how to effectively use and teach academic language to students of varying language and backgrounds
- [EDUC264E](#): *Métodos y Materiales en los Salones Bilingües* helps bilingual (Spanish) authorization candidates develop knowledge of the language, culture, theory, and methodology for the instruction of bilingual children, as well as historical, political, and legal foundations of programs for English learners.

**(3) Candidates in a Bilingual Intern Program Delivery model must have demonstrated language competence as defined by Bilingual Authorization Program Standard 6: Assessment of Candidate Language Competence prior to entering the Intern Program.**

STEP does not offer an internship option.