

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

RESPONSE TO CCTC FEEDBACK

Submitted to:
California Commission on Teacher Credentialing
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Precondition 8: Please provide evidence that demonstrates how candidates are informed of the existence of the grievance process – orientation materials or meeting agendas where it is clear that the grievance process was discussed.

Original Submission: 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](#) in the [STEP Handbook](#) contains the

"Procedure for the Dismissal of Masters Students at the GSE" document.

Additional Response: During the STEP Summer Orientation, and again during a Summer Teaching Seminar course session, STEP faculty and staff review a range of key resources and documents to support STEP teacher candidates during the course of the program year. These resources include links to the Stanford student grievance process, as posted in the STEP Handbooks and the Stanford Bulletin.

These links to a STEP Seminar [lesson plan](#) (see, "Community Care and Community Resources" section) and [related slides](#) (see, in particular, slide 12) offer a sample of the ways we share this information directly with our students.

Bilingual Authorization: Precondition 1

Links provided provide general program information. Provide link to admission requirements on program website, admission form/checklist, or specific page in handbook that indicates that candidates must hold a prerequisite teaching credential or be simultaneously recommended for an acceptable credential.

Bilingual Authorization: Precondition 2

Tracking document is only for candidates simultaneously enrolled, provide evidence of tracking or checklist for post credential candidates.

Original submission in black. Updated response in red.

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.

In a handful of cases each year, STEP also offers recommendations for bilingual authorization for STEP alumni who have already completed ALL of the requirements for the Stanford degree and a Multiple Subject credential. In such cases, the same tracking

document can be used as is used for pre-service candidates, because STEP only reviews additional authorization for alums of our own program.

Application requirements for the [Multiple Subject](#) program and the [Bilingual Authorization](#) are clearly articulated in multiple places on the STEP website. [The Bilingual Authorization page](#) provides applicants with detailed information on the pathway. Specifically, the page notes that “candidates will be simultaneously recommended for a Multiple Subject credential and a Bilingual Authorization in Spanish” The [Multiple Subject program page](#) provides more information on the requirements candidates must complete for the bilingual authorization. That page includes a curriculum grid under “Sample elementary course progression” that includes the bilingual course “[Metodos y Materiales en los salones bilingues](#) (bilingual only)” for fall and spring quarters. There is also a hyperlink titled “Learn more about the bilingual authorization” that directs teacher candidates to the [Bilingual Authorization page](#).

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. The form specifies that “Bilingual authorization candidates must demonstrate oral and written proficiency in Spanish.”

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. Specifically, page 12 of the Handbook states, “STEP teacher candidates interested in Bilingual Education may also earn a Bilingual Authorization. Bilingual authorization candidates must demonstrate speaking, reading, listening and writing proficiency in Spanish. Frequently students have a Spanish major or minor, were raised in a multilingual community or have had significant other experiences with the language (i.e. study abroad, Peace Corps).” On p.15 of the handbook candidates are informed that to be recommended for the Authorization they must pass the “Metodos y Materiales en los Salones Bilingües ” course, complete a bilingual placement, and pass the CSET LOTE: Spanish, subtests III (language) and V (culture) during the STEP year.