

Standard 5

Common Standard 5.1	Required Documentation
<i>The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.</i>	<p>No additional information is required during the Common Standards submission.</p> <p>Information is available through Program Review submission.</p>

Common Standard 5.2	Required Documentation
<i>The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.</i>	<p>Description of <u>how</u> the institution knows that its programs have a positive impact, articulated through a narrative with <u>links to evidence</u> that corroborate its claim.</p>

STEP works regularly to evaluate and demonstrate that its programs are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.

Description of Impact	Related Evidence
<p>Teacher Preparedness, Leadership, Persistence</p> <p>STEP graduates are effective educators, persisting in the field at rates surpassing national averages and expectations.</p> <p>Employers rate them highly on the quality of their preparation and their effectiveness as classroom teachers.</p> <p>STEP graduates have been recognized for their strength and impact in numerous ways. For example, STEP graduates make up a high proportion of the well-regarded Knowles</p>	<ul style="list-style-type: none"> • STEP Alumni Survey (2012, 2020) • Employer Survey (Spring, 2023) • Knowles Teaching Fellows • Lauren Camarillo, California Teacher of the Year • After a year of virtual learning, local kids and new teachers benefit from a collaboration between Stanford and the Sunnyvale School District

<p>Teaching Fellows.</p> <p>As evidenced in STEP Alumni surveys, STEP graduates take on leadership roles in and beyond their classroom, advanced to National Board certification at high rates, serving as department and school leaders, winning teaching awards, and more. Their impact on the field extends far beyond their numbers.</p>	
<p>Diversifying the Profession</p> <p>STEP is committed to, and making strong progress in, supporting the diversification of the teaching profession. Over the last 10 years, the demographic composition of the STEP cohort has well-exceeded that of the profession writ large. In the most recent several years, 50-80% of STEP prepared educators self-identified as teachers of color, with increasing percentages of first-generation college graduates and teachers from low income backgrounds, better reflecting the students and communities they serve. STEP is also working on new partnerships to support the diversification of the profession, including partnerships with Urban Ed Academy and the Moorehouse Center for Educational Excellence. These partnerships help STEP recruit, support, and retain educators that represent the diversity of students in our K12 system.</p>	<ul style="list-style-type: none"> • Link to demographic information on STEP cohorts (2023) • Urban Ed Academy and the Moorehouse Center for Excellence in Education.
<p>Professional Learning for Educators and Impact on Partner Schools and Districts</p> <p>STEP and its graduates provide meaningful and consequential impact on partnership schools and districts in numerous ways.</p> <p>To begin, STEP graduates seek out jobs where they are needed most. The vast majority of STEP graduates work in California public schools, predominantly in Title 1 schools, serving diverse students and low income families.</p> <p>STEP has also been a partner to SFUSD, the SF teachers union, and other local IHEs in the formation of the San Francisco Unified Teacher Residency Program. The program has contributed 55 teachers for SFUSD</p>	<ul style="list-style-type: none"> • Alumni Survey (professional pathways) (2022) • STEP/ Sunnyvale Summer School report (MS, SS) • Sunnyvale-STEP OCE story • SFUTR • San Francisco Urban Teachers Residency Program Expansion grant/ Capacity grant • Stanford/ Sequoia Partnership- Sample Agenda • Santa Clara MOU • Stanford-SFUSD Participant Folder

hard-to-staff schools. The program has been the recipient of numerous public and foundation grants and awards.

Additionally, STEP's close collaboration with Sunnyvale Unified School District in its Summer Exploration program has brought significant impact to Sunnyvale USD, its students and teachers, as outlined in the linked report. Further, during the COVID pandemic, STEP partnered with Sunnyvale to launch the first back-in-person summer program for local students making an import impact in both the social and academic growth of participating student and families.

STEP staff and faculty also provide meaningful professional development opportunities with partnering schools via the GSEs numerous RPP initiatives and other efforts. These include the SCUSD-Agnews Campus Partnership which is designed to help support the development of an inclusive-oriented P-12 school program for Santa Clara students and families.