

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	Stanford University	Program	BILINGUAL AUTHORIZATION (2021 standards)
Date of Review	January 2023		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	Standard 4
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design	1. Additional clarification is needed to demonstrate an explicit guiding statement of the BILA program’s philosophy, purpose, and rationale relating specifically to bilingual education [currently the guiding statement focuses upon STEP (MS+SS) more generally and lacks specific connections to bilingual education].	1. STEP’s MS+bilingual program is guided by the following statement which articulates the philosophy, purpose, and rationale relating specifically to bilingual education and the preparation of exceptional bilingual educators. The guiding statement will be posted on the ED264 syllabus, as well as the STEP website , and program handbook .

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	2. Please provide additional clarification and integration (beyond Section 6, Exhibit 3) of MS+BILA related to “initial, ongoing, and dynamic collaboration with Local Education Agencies (LEA) which serve as sites for field experiences” within the Program Summary.	2. STEP engages with its bilingual school and district partners via a range of collaborative experiences. For example, Cooperating Teachers at Bilingual sites are expected to participate in the 10+ hours of professional development that STEP hosts each year. Additionally, all Cooperating Teachers are supported in their work in a number of ways, including three-way meetings with Supervisors and student teachers; Dine and Discuss events hosted by STEP; Cooperating Teacher Onboarding PD; and numerous informal opportunities to connect and communicate. STEP’s director of clinical work is regularly in touch with principals and district leaders in our BILA school partners. Further, STEP coordinates sessions for principals of all partner schools, including those in the bilingual program, to “Partner School Collaboration” sessions. STEP also seeks feedback from principals of all partner schools, including those in the bilingual program, via an annual spring survey.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 2: Preparing Candidates toward Mastery of the Bilingual Teaching Performance Expectations (BTPEs)	In instances where <u>one assignment</u> provides evidence for introducing, practicing, and assessing <u>one BTPE</u>, please specify where in the assignment the BTPE is introduced, practiced, and assessed. In instances where <u>one assignment</u> meets <u>multiple BTPEs</u> simultaneously, please be more specific with regards to how different parts of the assignment meets BTPEs. In general, the limited linked artifacts do not support meeting every BTPE at all levels (I/P/A); consider diversifying evidence in order to clarify to the reviewers how each BTPE is being clearly introduced/ practiced/ assessed.	We have updated the <u>course matrix</u> for the Bilingual pathway to offer clearer evidence for the ways in which our courses and assignments meet every BTPE at all levels (I/P/A). IMPORTANT UPDATE (10/10/23): We noticed today that, unfortunately, on the response above we linked an internal working draft document, rather than our final version of the BTPE matrix. Our sincere apologies. You can find the full and final version of the BTPE matrix here.
Standard 3: Field Experience	While Section 6, Exhibit 1 specifies the number of hours required by teacher candidates, additional evidence is needed to demonstrate that the field experience for BILA is in a bilingual setting with “qualified and trained bilingual mentors”.	All candidates are placed with Cooperating Teachers who are credentialed and have three or more years of classroom teaching experience in the same content area the candidates are pursuing (Multiple Subject credential with Bilingual Authorization for our bilingual program). LINK here to see copies of the RESUMES for our current Bilingual Cooperating Teachers. All of STEP’s bilingual candidates complete their student teaching experience in bilingual classroom settings. LINK here to see a list of current bilingual placement schools, which also includes LINKS to those school’s websites, with information about their bilingual programs.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 5: Assessment of Candidate Competence	Additional clarification required to demonstrate how candidates are “guided and coached on their performance in bilingual instruction using formative and summative coursework and fieldwork-embedded assessments”.	In their field placements, bilingual candidates are provided opportunities to make connections and received feedback from University Supervisors and Cooperating Teachers based on a standards-based observation protocol for bilingual teacher candidates, aligned with the TPEs and BTPEs, to assess candidates’ clinical progress over the four quarters of STEP (see STEP’s Quarterly Assessment tool for bilingual candidates). Because coursework and field placements work in tandem, students are often first introduced to ideas and topics via their coursework and implement these ideas in their placements. For example, in their Literacy and Math Curriculum and Instruction courses, and their Bilingual Methods course, MS+bilingual candidates design learning segments of increasing duration, depth, and complexity that they implement in their placements.