

Stanford Teacher Education Program

SECONDARY HANDBOOK

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STEP Mission Statement

The Stanford Teacher Education Program (STEP) of the Stanford University Graduate School of Education (GSE) aims to cultivate teacher leaders who share a set of core values that includes a commitment to social justice, an understanding of the strengths and needs of a diverse student population, 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 seeks to prepare and support teacher leaders working with diverse learners to achieve high intellectual, academic, and social standards by creating equitable and successful schools and classrooms. Desired outcomes for graduates include an understanding of teaching as intellectual work and as a caring profession; a depth of content knowledge and a repertoire of powerful pedagogical practices; and a view of teaching and of the role of education in society informed by appreciation of the socio-cultural contexts of education. The content and design of the program are organized to foster an understanding of and commitment to research, reflection and inquiry in the classroom; collaboration across individuals, institutions and communities; a blending of theory and practice; and the effective use of technology as a teaching and learning tool.

Our goal is to prepare program graduates to meet both the practical and intellectual challenges of the teaching profession, to serve the needs of the diverse population of today's students, and to revitalize the profession and the field by preparing educational leaders for tomorrow's schools.



The Fundamental Standard

The Fundamental Standard has set the standard of conduct for students at Stanford since 1896. It states:

"Students at Stanford are expected to show both within and without the University such respect for order, morality, personal honor and the rights of others as is demanded of good citizens. Failure to do this will be sufficient cause for removal from the University."

Over the years, the Fundamental Standard has been applied to a great variety of situations. Actions which have been found to be in violation of it include:

- Physical Assault
- Property damage; attempts to damage University property
- Theft, including theft of University property such as street signs, furniture, and library books
- Forgery, such as signing an instructor's signature to a grade change card
- Sexual harassment or other sexual misconduct
- Charging computer time or long distance telephone calls to unauthorized accounts
- Misrepresentation in seeking financial aid, University housing, discount computer purchases, or other University benefits
- Misuse of University computer equipment or e-mail
- Driving on campus while under the influence of alcohol or drugs
- Sending threatening and obscene messages to another student via email, phone or voicemail

There is no standard penalty which applies to violations of the Fundamental Standard. Infractions have led to penalties ranging from formal warning and community service to expulsion. In each case, the nature and seriousness of the offense, the motivation underlying the offense, and precedent in similar cases are considered.



Honor Code

- A. The Honor Code is an undertaking of the students, individually and collectively:
1. that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
 2. that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
- B. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.
- C. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

Examples of conduct which have been regarded as being in violation of the Honor Code include:

- Copying from another's examination paper or allowing another to copy from one's own paper
- Unpermitted collaboration
- Plagiarism
- Revising and resubmitting a quiz or exam for re-grading, without the instructor's knowledge and consent
- Giving or receiving unpermitted aid on a take-home examination
- Representing as one's own work the work of another
- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted

In recent years, most student disciplinary cases have involved Honor Code violations; of these, the most frequent arise when a student submits another's work as his or her own, or gives or receives unpermitted aid. The standard penalty for a first offense includes a one-quarter suspension from the University and 40 hours of community service. In addition, most faculty members issue a "No Pass" or "No Credit" for the course in which the violation occurred. The standard penalty for a multiple violation (e.g. cheating more than once in the same course) is a three-quarter suspension and 40 or more hours of community service.

Code of Ethics

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designed by the NEA or its affiliates.

PRINCIPLE I

COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator -

- Shall not reasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student access to varying points of view.
- Shall not deliberately suppress or distort subject matter relevant to the student's progress.
- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Shall not intentionally expose the student to embarrassment or disparagement.
- Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religion beliefs, family, social, or cultural background, or sexual orientation, unfairly
 - o Exclude any student from participation in any program
 - o Deny benefits to any student
 - o Grant any advantage to any student.

- Shall not use professional relationships with students for private advantage.
- Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

COMMITMENT TO THE PROFESSION

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator -

- Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
- Shall not misrepresent his/her professional qualifications.
- Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
- Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- Shall not assist a non-educator in the unauthorized practice of teaching.
- Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- Shall not knowingly make false or malicious statements about a colleague.
- Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

- Adopted by the NEA

1975 Representative Assembly

<http://www.cta.org/About-CTA/Who-We-Are/Code-of-Ethics.aspx>



Procedure for the Dismissal of Master's Students at GSE

All students at GSE are expected to meet university and program requirements for their degrees and fulfill minimum progress requirements. Program requirements include professional expectations and competencies. The following process outlines the general steps followed prior to reaching a decision to dismiss a student from a master's program at the GSE:

1. A warning is issued in writing to the student by the Associate Dean of Student Services detailing the situation and deficiency. Prior to issuing the warning, the Associate Dean will consult with the director of the program in which the student is enrolled about the case, or in the case of programs with no director, with the Area Committee Chair or faculty sponsor who oversees administration of the program.
2. Extenuating circumstances, if communicated by the student, are considered.
3. A plan of action to remedy the deficiency, if the deficiency is deemed to be correctable, with stated goals and deadlines, is communicated to the student in writing.
4. The issue of continuation in the program or dismissal is subsequently decided upon by majority vote of the Area Chairs in Education (ACE) Committee. At least three members of the Committee must participate in the deliberations. A recommendation for action is made by the Committee to the Associate Dean for Student Affairs. A written summary of the decision is sent to the student.
5. A summary of the School discussions, votes, and decisions is placed in the student's file.
6. The student is provided the opportunity to examine his or her file, if desired.
7. The student is advised on her or his rights to appeal under the Student Academic Grievance Procedures, as detailed in the Stanford Bulletin.

Professional Expectations and Competencies for STEP Candidates

The California Teaching Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTPs) provide a framework for assessing and documenting the teacher candidate’s progress throughout the program. In addition to the TPEs and CSTPs, STEP teacher candidates are also held to the professional standards and expectations as outlined in the following documents: the National Education Association (NEA) Code of Ethics and the Family Education Rights and Privacy Act (FERPA).

California Standards for the Teaching Profession (CSTPs)

[CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION \(CSTP\) 2024](#)

Adopted by the California Commission on Teacher Credentialing, April 2024

California Teaching Performance Expectations (TPEs) and SB488 Literacy Standards

[Teaching Performance Expectations](#) (update, 2024)

[Literacy Standard and Teaching Performance Expectations for Preliminary Multiple Subject and Single Subject Credentials](#) (update, 2024), , including the [California Dyslexia Guidelines](#)

California Teaching Performance Expectations (TPEs)

TPE 1	Engaging and Supporting All Students in Learning
1.1	Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
1.2	Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
1.3	Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
1.4	Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
1.5	Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
1.6	Provide a supportive learning environment for students' first and/or second language acquisition by using research- based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

- 1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2	Creating and Maintaining Effective Environments for Student Learning
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student- to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	

TPE 3	Understanding and Organizing Subject Matter for Student Learning
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. ¹	
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.	
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards	

1. See Subject-Specific Pedagogical Skills in Section 2 for reference.

TPE 4	Planning Instruction and Designing Learning Experiences for All Students
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	
4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> ● appropriate use of instructional technology, including assistive technology; ● applying principles of UDL and MTSS; ● use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; ● appropriate modifications for students with disabilities in the general education classroom; ● opportunities for students to support each other in learning; and ● use of community resources and services as applicable. 	
4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	

TPE 5	Assessing Student Learning
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	

5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6	Developing as a Professional Educator
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	
6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	

TPE 7	Effective Literacy Instructions for All Students
7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.	
7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	
7.3 Incorporate asset-based pedagogies inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.	
7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.	
7.5 Foundational Skills. Develop students' skills in the following: <ol style="list-style-type: none"> print concepts, including letters of the alphabet phonological awareness, including phonemic awareness phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences decoding and encoding, including morphological awareness text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) instruction that is structured and organized as well as direct, systematic, and explicit connected, decodable text 	

Multiple Subject and Single Subject English Candidates:
Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

Multiple Subject and Single Subject Candidates:
Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

<p>7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p>
<p>7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.</p>
<p>7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.</p>

Secondary Program Requirements & Academic Planning

The Master of Arts and the California preliminary single subject teaching credential require a minimum of 45 quarter units of graduate work. These courses are distributed over a four-quarter sequence. The distribution of these units is determined by course schedule, accreditation requirements, and a specially designed tuition plan.

To fulfill program and credentialing requirements, the plan must include all of these courses and units:

SUMMER	FALL	WINTER	SPRING
<p>EDUC246A Secondary Teaching Seminar: Race, Intersectionality, and Identity in Schools 4-5 units</p>	<p>EDUC246B Secondary Teaching Seminar: Leading, Building and Sustaining Classroom Communities 5 units</p>	<p>EDUC246C Secondary Teaching Seminar: Assessment for Learning and Equity 1-2 units</p>	<p>EDUC246D Secondary Teaching Seminar: Intersectionality in Diverse California Schools 1-7 units</p>
	<p>EDUC240 Adolescent Development & Learning 3 units</p>	<p>EDUC284 Designing Equitable Groupwork 2 units</p>	
<p>EDUC262A English C&I 2 units</p> <p>EDUC263A Math C&I 2 units</p> <p>EDUC267A Science C&I 2 units</p> <p>EDUC268A History-Social Science C&I 2 units</p>	<p>EDUC262B English C&I 4 units</p> <p>EDUC263B Math C&I 4 units</p> <p>EDUC267B Science C&I 4 units</p> <p>EDUC268B History-Social Science C&I 4 units</p>	<p>EDUC262C English C&I 3 units</p> <p>EDUC263C Math C&I 3 units</p> <p>EDUC267C Science C&I 3 units</p> <p>EDUC268C History-Social Science C&I 3 units</p>	<p>EDUC262D English C&I Elective 4 units</p> <p>EDUC263D Math C&I Elective 4 units</p> <p>EDUC267D Science C&I Elective 4 units</p> <p>EDUC268D History-Social Science C&I Elective 4 units</p>
<p>EDUC268E Schooling the Golden State: A History of Education in California Elective 1 unit</p>	<p>EDUC388A Language Policies & Practices 3 units</p>		<p>EDUC289 Centrality of Literacies in Teaching and Learning 2 units</p>

	<p>EDUC285A Boundary Crossing at Work: Designing for Learning with Differences in Mind 2 units</p>		<p>EDUC299A Beyond Equity 1 unit</p>
	<p>EDUC246I AI and Education: Foundations, Opportunities, Challenges, and Considerations 1 unit</p>		
7 UNITS*	18 UNITS	10 UNITS	10 UNITS

Curriculum and Instruction course numbers by subject area:

English C&I ~ EDUC262 A (summer), B (fall), C (winter), D (spring elective)

Math C&I ~ EDUC263 A (summer), B (fall), C (winter), D (spring elective)

Science C&I ~ EDUC267 A (summer), B (fall), C (winter), D (spring elective)

History-Social Science C&I ~ EDUC268 A (summer), B (fall), C (winter), D (spring elective)

*Foreign national identified students requiring F1 Visa status are required to take one additional unit in the summer (8 units total) to maintain visa status.

Program Planning Reminders

- STEP teacher candidates are admitted into the program in a specific subject area in which they wish to be credentialed. Teacher candidates attend the corresponding C&I class sequence and are assigned a teaching position in that content area.
- Candidates have the option to take one to five elective units in education or in their academic subject area. It is recommended that teacher candidates take academic electives that strengthen their subject matter background. Teacher candidates with strong subject matter preparation, may arrange to take one or more School of Education classes as electives. Any academic electives must be related to the teacher candidate's area of concentration or must focus on education issues. Teacher candidates should be able to provide a rationale for how the courses they select for the Master's degree make coherent sense. Some examples of classes that do not fit the academic criteria are photography or physical education.
- Courses must be at or above the 100 level and not be activity classes in order to be counted towards the minimum 45 units required for conferral of the Master's degree.

University Registration Requirements

Stanford requires students to register online by filing a study list in Axess. Students receiving financial assistance must register by the financial aid and registration deadlines posted in the University Academic Calendar and enroll in a minimum of eight units. For detailed dates and schedules, please refer to the Registrar's academic calendar or the calendar listed on the printed time schedule published quarterly.

*For complete registration information refer to
"Registering at Stanford"
or read the online version <http://registrar.stanford.edu/Axess/Studenthelp/enrollment/>.*

Student Financial Services automatically bills students at the 8-10 unit rate. Students will only receive an online bill. No paper bills will be printed or mailed to students. The student bill is adjusted after the student registers for the correct number of units. Please register for the number of units listed in your STEP curriculum each quarter to avoid being overcharged (more than the required units) or having loans canceled (taking fewer than the required units). Registration in the correct number of units is also required for students to receive their STEP fellowships.

Credential Requirements

The preliminary single subject teaching credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. However, a teacher authorized for single subject instruction may be assigned to teach any subject in his or her authorized fields at any grade level (preschool, grades K-12, or in classes organized primarily for adult).

In addition to completing the coursework described earlier in this handbook, teacher candidates have an additional set of requirements to meet in order to be recommended for the California preliminary teaching credential. These requirements are detailed below. STEP follows the guidelines established by the [Commission on Teacher Credentialing](#) (CCTC) in order for teacher candidates to be recommended for the preliminary single subject teaching credential upon completion of the program.

Requirement/Estimated Costs	How	When
<p>LiveScan & Fingerprints</p> <p>Estimated Cost: \$70-\$90</p>	<p>Complete LiveScan Service (form). Bring Forms to LiveScan operator.</p>	<p>Candidates currently residing in California complete this no later than the end of June, 2026.</p> <p>Candidates currently residing outside of California complete this before the first day of STEP orientation.</p>
<p>Certificate of Clearance</p> <p>Estimated Cost: \$100</p>	<p>Apply for Certificate of Clearance here.</p>	<p>Candidates currently residing in California complete this no later than the end of June, 2026.</p> <p>Candidates currently residing outside of California complete this before the first day of STEP orientation.</p>
<p>Subject matter verification</p> <p>Estimated Cost: \$300</p>	<p>There are different ways to fulfill this requirement. Please review the information below.</p> <p>1) CSET (California Subject Examination for Teachers)</p> <p>For CSET test dates and locations visit www.cset.nesinc.com.</p> <p>2) Completion of a Subject Matter Program approved by CCTC</p> <p>https://www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs</p> <p>3) Teacher candidates might be able to meet this requirement via coursework. For more information see this link</p> <p>https://www.ctc.ca.gov/educator-prep/subject-matter-requirements</p>	<p><u>To begin STEP:</u></p> <p>Teacher candidates who must take the CSET must pass a minimum of one half of the CSET subtests in subject area</p> <p>OR</p> <p>submit official letter verifying completion of at least 80% of subject matter program.</p> <p><u>To begin independent student teaching:</u> Must pass all CSET subtests by January 2027</p> <p>OR</p> <p>Submit official letter verifying completion of 100% of a subject matter program.</p>
<p>English Learner Authorization: Instruction of English language learners</p> <p>No Cost</p>	<p>Successfully complete all SB2042 credential requirements.</p> <p>Complete all STEP coursework and have appropriate student teaching placement.</p>	<p>Complete all STEP coursework and have appropriate student teaching placement.</p>
<p>Health</p> <p>Estimated Cost: \$45-\$75</p>	<p>Obtain certificate for adult, child, and infant CPR.</p>	<p>Complete a CPR course by early January 2027.</p>

		STEP will provide a training in the fall quarter.
Show proof of negative TB results Estimated Cost: varies depending on health coverage	TB exam	Paperwork required before beginning school placements in June 2026.
U.S Constitution: To demonstrate knowledge of principles of and provisions of the U.S. Constitution Estimated Cost: \$0-\$100	Have taken a course (at least 2 semester units or 3 quarter units) from an approved college or university covering the principles of the United States Constitution OR Pass U.S. Constitution Exam (online exam) STEP student services associate to evaluate college transcript and communicate with students about meeting this requirement.	By early January 2027.
edTPA Estimated cost: \$300	See page 14 of this handbook for more information.	
Mandated Reporter Training Estimated Cost: \$20	School personnel are required to take mandated reporter training according to AB 1432. This training can be accessed at the following site: https://mandatedreporterca.com/training/school-personnel	Paperwork required before beginning school placements in June 2026.

STEP Financial Information

Questions concerning financial aid as well as financial considerations in the distribution of units should be directed to Jeff Camarillo or Michaela Ruiz. If an emergency arises and/or your financial needs change during the academic year, please contact Jeff Camarillo immediately.

Contact the financial aid office directly via email: financialaid@stanford.edu.

All STEP tuition fellowship recipients are expected to maintain satisfactory academic (a cumulative (3.0) average) and student teaching progress throughout the year in order to maintain fellowship eligibility status.

Recommended unit distribution and tuition amounts

<u>Quarter</u>	<u>Units</u>	<u>Tuition</u>
summer	7	\$9,639
fall	18	\$21,815
winter	10	\$14,180
spring	10	\$14,180
TOTAL	45	\$59,814

Summer tuition is based on 7 units of enrollment. International students are required to enroll in 8 units during the summer quarter, which increases the cost of summer tuition. Tuition rates can be found on the Student Financial Services website. Tuition costs do not include university fees, such as the Campus Health Service Fee.

Students with Documented Disabilities

Students who have a disability that may necessitate an academic accommodation or the use of auxiliary aids and services in a class must initiate the request with the [Office of Accessible Education](#) (OAE). The OAE will evaluate the request with required documentation, recommend appropriate accommodations, and prepare a verification letter dated in the current academic term in which the request is being made. Please contact the OAE as soon as possible; timely notice is needed to arrange for appropriate accommodations. The OAE is located at 563 Salvatierra Walk.

Summer Explorations @ Columbia Middle School

Sunnyvale School District-Stanford University

Program Goals

Students entering grades six through eight, cooperating teachers and Secondary Stanford Teacher Education Program (STEP) teacher candidates, will be participating in the joint Sunnyvale School District-STEP middle school summer program at Columbia Middle School (CMS) this summer.

The goals for the participating students are:

- to develop or deepen a growth mindset about learning.
- to enhance their ability to become independent learners.
- to improve literacy and numeracy skills.
- to participate productively in academically heterogeneous classrooms
- to experience a variety of instructional strategies.
- to deepen understanding of subject matter content.
- to enhance awareness of potential contributions to a learning community.

The goals for the STEP teacher candidates are:

- to get to know and to work closely with middle school students
- to observe and assess students' growth and development in a specific content area.
- to collaborate with experienced teachers and develop professional habits.
- to get acquainted with the California Standards for the Teaching Profession and to begin learning how to address them.
- to think about and observe equitable teaching practices that embrace all students.

Structure of the Summer Program

Several academies comprise the summer program at Columbia Middle School. Students will have 2 academic classes per day, usually one in the Humanities (English Language Arts or History/Social Science) and one in STEM (science or mathematics.) Students will have a 15 minute break in the middle of the day for a snack and lunch will be included in the school day.

The program runs **Monday, June 15** through **Friday, July 10**. **STEP Candidates will join the program on Thursday June 25**. The typical school day hours for teachers are **8:30 a.m.-1:15p.m**, with some extended days for planning or meetings. School will be in session for 18 days.

STEP teacher candidates will have meeting time with their Cooperating Teachers both before and after school daily, plus there will be one extended day for additional planning every Thursday until 2:15 pm. Teacher candidates are encouraged to bring a snack or lunch for the extended days. Food is not for sale on campus, however all students receive free breakfast, snack and lunch daily.

It is suggested that teacher candidates form carpools to campus that are compatible with the time constraints of their Cooperating Teacher and/or teaching planning teams.

Role of STEP teacher candidates at Summer Explorations

Teacher candidates contribute to student growth and development by:

- working intensively with individuals and small groups of students.
- getting to know their students as individuals.
- supporting the cooperating teacher in implementing unit plans and assessing learning.
- reflecting together with the cooperating teacher and with their STEP peers.
- helping students see themselves as part of a learning community.

Sunnyvale students have two blocks of class time each day (Period 1 and Period 2). STEP candidates are assigned to a class for *either* Period 1 *or* Period 2. In each class, there will be from one to three STEP candidates who will work with the cooperating teacher to support learning for the students.

When not actively engaged in the classroom, STEP candidates will have the opportunity to observe other teachers and students, and experience different pedagogies and subject areas. During their non-teaching block, STEP candidates might also work with their STEP colleagues on course assignments and meet with STEP staff both in formal and informal ways. STEP candidates will also meet weekly with their content area cohort and advisor during the block they are not teaching.

STEP candidates should accompany their cooperating teacher for any supervisory duties they may have before or after school, or during brunch. Specific duties will be assigned by the summer school principal at Columbia Middle School.

Classroom observations

At Summer Explorations, STEP candidates will have the opportunity to observe many classrooms and take note of different pedagogical strategies and student activity patterns. These observations provide rich opportunities to see how students learn and interact in different classroom environments and content areas. We urge candidates to visit classrooms in different subjects and on different grade levels.

Candidates are encouraged to do one or two observations per week. We cannot emphasize enough the importance of taking advantage of these observation opportunities! Summer may be the only time where you will have this kind of built-in time to observe many classrooms during your school day. You may observe a class for part or all of your non-teaching block. Please be mindful of appropriate times to enter or leave a class during a transition or at the end of an instructional activity.

Notes to the cooperating teachers

Cooperating teachers can support the growth and development of your teacher candidates by:

- making your thinking visible. Please include the teacher candidates in daily conversations about goals for students, lesson plans & activities, and a reflection to assess how the class went each day.
- providing timely and specific feedback to the teacher candidates.
- including teacher candidates as weekly plans and goals are discussed and modified.
- modeling effective teaching strategies and positive interactions with students.
- examining students' work together and working as a team to provide oral and written feedback to the students.

One to three STEP candidates may be assigned to each class. The planning meetings on Thursdays and their daily experiences in the classroom provide many of them with their first experiences as teachers of English, social studies, mathematics, or science. Please communicate with STEP staff if you need advice on how to

mentor or support any individual candidates. Monday staff meetings will provide some time for answering questions and reflecting together on how the teacher candidates are progressing.

Assessment of the teacher candidate's performance

STEP teacher candidates greatly benefit from timely feedback on their performances. Cooperating teachers, STEP staff and peers will observe interactions in the classrooms and debrief with STEP teacher candidates on a routine basis. Each candidate will complete a self assessment at the end of the summer. This document will serve as verification for the teacher candidate's clinical placement for the summer quarter. The *Assessment of Field Placement Experience* document is organized around the *California Teaching Performance Expectations (TPEs)*. It emphasizes conceptions of teaching and learning that underlie the pedagogical stance of STEP.

As a summative assessment for your STEP year, you will complete the edTPA. Over the course of the year you will receive preparation and support for completing the various components of this assessment from your supervisor, from your CT and through your coursework.

Background

In 1998 the California state legislature voted to require teacher preparation programs to use standardized performance assessments to make credentialing decisions. A coalition of California universities developed an alternative standards-based assessment entitled the Performance Assessment for California Teachers (PACT). The aim was to develop subject-specific assessments that captured teaching knowledge and skills. STEP was instrumental in the development of PACT and used PACT as a summative assessment for over 10 years. STEP has now transitioned to edTPA.

edTPA is aligned with Interstate Teacher Assessment and Support Consortium (InTASC) standards, state professional teaching standards, Council for the Accreditation of Educator Preparation (CAEP) standards and the Common Core State Standards. edTPA provides meaningful data to support teacher education programs as they evaluate, reflect on and continually improve their programs to ensure a relevant, integrated curriculum centered on student learning.

Purposes of edTPA

The purpose of edTPA, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers:

- Develop knowledge of subject matter, content standards, and subject-specific pedagogy;
- Develop and apply knowledge of varied students' needs;
- Consider research and theory about how students learn; and
- Reflect on and analyze evidence of the effects of instruction on student learning. As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

In addition to meeting the coursework and fieldwork requirements of a credentialing program, the State of California requires that teacher candidates achieve a passing score on the edTPA (or another approved performance assessment) before being recommended for a Preliminary Teaching Credential. The State of California also requires Embedded Signature Assessments. The ESAs differ from institution to institution but include items such as case studies of individual students, lesson or unit plans, analyses of student work, and observations of and reflections about student teaching. At Stanford, the ESAs represent major course assignments and are captured in a Graduation Portfolio submitted at the end of the program. These assessments include course assignments such as the Adolescent Development case study, the Classroom Leadership and Management Plan, Assessment Plan, the Curriculum Units developed in the Curriculum and Instruction courses, the Special Needs case study, the final project for Designing Equitable Groupwork, and all reflections connected with formal observations by Supervisors.

English Language Arts Overview of the Assessment

The edTPA Secondary English Language Arts assessment is composed of three tasks:

- 1. Planning for Instruction and Assessment**
- 2. Instructing and Engaging Students in Learning**
- 3. Assessing Student Learning**

For this assessment, you will first plan 3–5 consecutive English Language Arts lessons (or, if teaching within a large time block, 3–5 hours of connected instruction), referred to as a learning segment. Consistent with *NCTE/IRA Standards for the English Language Arts* (2012), a learning segment prepared for this assessment should provide opportunities for students to use textual references to construct meaning from, interpret, or respond to complex text. It will also structure opportunities for students to create a written product, interpreting or responding to complex features of a text that are just beyond your students' current skill levels.

You will then teach the learning segment, making a video recording of your interactions with students during instruction. You will also assess, informally and formally, students' learning throughout the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your video recording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

History/Social Studies Overview of the Assessment¹

The edTPA Secondary History/Social Studies assessment is composed of three tasks:

- 1. Planning for Instruction and Assessment**
- 2. Instructing and Engaging Students in Learning**
- 3. Assessing Student Learning**

For this assessment, you will first plan 3–5 consecutive history/social studies lessons (or, if teaching history/social studies within a large time block, about 3–5 hours of connected instruction), referred to as a learning segment. Consistent with the National Curriculum Standards for Social Studies (NCSS) and additional state and national content standards as appropriate, a learning segment prepared for this assessment should reflect a balanced approach to history/social studies. This means your segment should include learning tasks where students have opportunities to develop and apply the knowledge, intellectual processes, and disciplinary practices required to become active and productive citizens. In addition, your lesson plans should provide opportunities for learners to develop and use facts, concepts, and the skills of inquiry, interpretation, or analysis to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon.

You will then teach the learning segment, making a video recording of your interactions with students during instruction. You will also assess, informally and formally, students' learning throughout the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your video recording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

¹ The language for the overview sections is adapted from the edTPA Handbooks.

Mathematics Overview of the Assessment

The edTPA Secondary Mathematics assessment is composed of three tasks:

- 1. Planning for Instruction and Assessment**
- 2. Instructing and Engaging Students in Learning**
- 3. Assessing Student Learning**

For this assessment, you will first plan 3–5 consecutive mathematics lessons (or, if teaching within a large time block, 3–5 hours of connected instruction), referred to as a learning segment. Consistent with the Principles and Standards for School Mathematics (NCTM 2000), a learning segment prepared for this assessment should reflect a balanced approach to mathematics. This means your segment should include learning tasks in which students have opportunities to develop: conceptual understanding, procedural fluency, mathematical reasoning and/or problem-solving skills, precise communication skills.

You will then teach the learning segment, making a video recording of your interactions with students during instruction. You will also assess, informally and formally, students' learning throughout the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your video recording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

Science Overview of the Assessment

The edTPA Secondary Science assessment is composed of three tasks:

- 1. Planning for Instruction and Assessment**
- 2. Instructing and Engaging Students in Learning**
- 3. Assessing Student Learning**

For this assessment, you will first plan 3–5 consecutive science lessons (or, if teaching science within a large time block, 3–5 hours of connected instruction), referred to as a learning segment. A learning segment prepared for this assessment should reflect a balanced approach to science, including opportunities for students to develop their abilities to use scientific concepts and apply scientific practices through inquiry to explain or make predictions about a real-world phenomenon. Scientific practices through inquiry, as defined by the Next Generation Science Standards, focus on eight key components: Asking questions, Developing and using models, Planning and carrying out investigations, Analyzing and interpreting data, using mathematics and computational thinking, Constructing explanations, Engaging in argument from evidence, Obtaining, evaluating, and communicating information

You will then teach the learning segment, making a video recording of your interactions with students during instruction. You will also assess, informally and formally, students' learning throughout the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your video recording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

edTPA Secondary Passing Standard

At its December 2023 meeting, the Commission on Teacher Credentialing approved a secondary passing standard for the CalTPA and edTPA (see [here](#)). The purpose of this action was to allow preparation programs to recommend candidates for a preliminary teaching credential who have met all other credential requirements and demonstrated competence across all Teaching Performance Expectations ([TPEs](#) + [Literacy TPEs](#)) but scored just below the Commission adopted passing standard on their CalTPA or edTPA teaching performance assessment (TPA).

In line with CTC guidelines, STEP uses the following process to determine the best path forward when a candidate's edTPA test score falls within the Secondary Passing Score range:

- The Teacher Candidate's academic advisor and STEP's edTPA coordinator (supported by input from the Clinical Director, Supervisor, Clinical Associate, course instructors, and others) analyze the edTPA results and other evidence, including coursework where appropriate, of the candidate's competence across all TPEs. The candidate's demonstrated competence in their clinical placement, as evidenced in formal observation reports and Quarterly Assessment reports, are key in this analysis.
- If the team determines that sufficient evidence suggests the candidate has demonstrated competence across all Teaching Performance Expectations (TPEs), the student's academic advisor will complete [form CL-911](#) indicating evidence of candidate preparedness across all TPEs.
- The STEP faculty director will be responsible to review the form and supportive evidence and sign their approval.
- If insufficient evidence exists to warrant using the CTC's Secondary Passing Standard option, the student will be advised and provided support to resubmit or retake the edTPA, based on the initial results of the exam.

The GSE's Associate Dean of Educational Affairs is available to address any concerns students may have.

Students are also advised on their rights to appeal decisions under Stanford's Student Academic Grievance Procedures, [as detailed in the Stanford Bulletin](#).

Revised 30 May 2024

STEP Policy Regarding edTPA Remediation and Resubmission

This policy provides additional guidance for the STEP Directors regarding teacher candidates who do not pass the edTPA. This policy should be read in conjunction with edTPA guidance (www.edTPA.com), with STEP's related accreditation documents and other program policies, which delineate appropriate measures for remediation and rescoring of the edTPA.

A candidate may be able to rework/rewrite and resubmit individual parts of the edTPA. However, under certain conditions, a candidate who does not pass the edTPA and wishes to resubmit materials for rescoring may be required to complete a full edTPA. Additionally, the resubmission and rescoring may not be practicable during the spring quarter of the current STEP calendar year.

Two options are available to candidates under these circumstances:

Option 1: If the candidate does not elect to resubmit materials for rescoring, he or she may apply for graduation with a master's in June, and will not be recommended for a teaching credential. If the candidate elects to receive his/her degree in June, no subsequent option for resubmitting materials for the edTPA or credential recommendation will be available.

Option 2: If the candidate wishes to resubmit edTPA materials for rescoring, the following conditions and considerations apply:

1. The candidate must have successfully completed all other program requirements and be in good standing for consideration to score the resubmitted materials.
2. The candidate will be required to enroll in at least one quarter in the next academic year (summer, fall, winter or spring), and cannot confer the master's degree (or apply for graduation) prior to completion of the edTPA and subsequent scoring/appeal. Extensions beyond Spring Quarter of the next academic year will not be permitted.
3. The teacher candidate is responsible for all registration fees and tuition associated with enrollment in the additional quarter(s). Additional paperwork may also be required.

Note regarding registration requirements:

All candidates must be registered students in the quarter in which the teaching for edTPA takes place. Candidates must also be enrolled in the quarter in which an appeal of the evaluation takes place. Stanford requires that all students be enrolled in the quarter in which they receive their degrees.

Policy update (09/20/22): In recent years, STEP has worked to track and provide significant technical support and guidance for candidates who needed to take advantage of Covid-related flexibilities offered by the CTC in regards to the timing of edTPA completion. STEP's approach to supporting graduates in these circumstances has including the following: (1) helping alums understand their needs and pathways forward, (2) pointing graduates in the direction of locally available resources first, (3) when local supports are not an option, or are insufficient, STEP has offer some direct support, as needed (such as coaching, appropriate document review, and guidance to understanding technical details of the performance assessment).

STEP Guiding Principles for Selecting Placements

The purpose of student teaching occurring concurrently with university coursework is to allow teacher candidates the opportunity to construct bridges between theory and practice.

Teacher candidates spend time in schools and classrooms observing and practicing different approaches to teaching and learning. They experience the rhythms of a day, week, semester, and ultimately the year as they develop relationships with students, school faculty, parents/families, and others involved in the work of the school. Carefully chosen settings with expert cooperating teachers support the candidates' growth and development as novice teachers. When cooperating teachers open up their classroom to a teacher candidate by being a mentor and coach they make an important contribution to the profession and to the preparation of new teachers.

Principle #1: Teacher candidates need opportunities to learn and engage in equitable practices.

Principle #2: Teacher candidates need opportunities to observe high quality teaching.

Principle #3: Teacher candidates need opportunities to engage with high quality mentors.

Principle #4: Teacher candidates are best supported when their placements and their university-based program (STEP) are a mutually valued partnership.

Finding/selecting placements based on the principles

While the selection of a placement is a thoughtful, multi-layered process, we do not have a list of "requirements" that each site must meet. Rather, we employ the four guiding principles described above to assist us with the important task of selecting placements. These principles are based on:

- research on teacher development and mentoring
- our program design, including content-based Curriculum & Instruction courses.

In order to find placements for our teacher candidates that reflect a balance of these guiding principles, we spend time getting to know the work of teachers in the diverse communities neighboring Stanford's campus. Our original contact with a potential placement site is the result of various interactions/exchanges, including, but not limited to:

- a school principal contacts STEP and expresses interest in having a few of his/her teachers serve as cooperating teachers;
- a current cooperating teacher recommends a friend/colleague to STEP as a possible cooperating teacher;
- a STEP colleague recommends a teacher/school as a possible placement site.

Following the original recommendation or referral, STEP's director of clinical work and other STEP faculty/staff visit the school site. The purpose of this visit is primarily to obtain an overall sense of the school and classroom culture. During this visit, we employ connoisseurship and collect information (in this case, by observing teachers at work with students as well as with their peers, by observing the classroom environment, by looking at student work, by talking with teachers, students, and school administrators). We consider that information in light of the guiding principles stated above. In some cases, a second visit will be made to gather additional information. When we find a teacher whose practices reflect our guiding principles, we consider that placement for our current and/or future teacher candidates.

Building Relationships between STEP Teacher Candidate and Cooperating Teacher

The following is a list of suggestions for building a relationship as a cooperating teacher and teacher candidate. Establishing a professional relationship and getting to know each other personally will create a strong basis for your work together. The suggestions below are meant to open conversations and establish expectations prior to the start of school.

Get to Know Your Teacher Candidate:

- What teaching, tutoring, or coaching experience do you have?
- What skills, talents, interests, languages and cultural understandings are you bringing?
- What goals do you have for this placement, and for their program?
- What are your professional growth goals?
- What do you think are your strengths in teaching and planning, and in what areas might you need extra support (e.g. good at reading aloud, keeping materials organized is difficult)? Are you comfortable letting me know when they are ready to take on more, or do you want me to take the lead and push you forward? Are you comfortable jumping in, or do you want time to just observe?
- How are you feeling about getting started?

Starting out together:

- Discuss the activities planned for teachers before the opening of school. Decide together which the candidate will attend.
- Invite teacher candidate to help you set up your room.
- Talk about your approach to classroom leadership and management. What are the norms you will be working to establish in your class during the first weeks?
- Talk about your teaching plans for the first few weeks.
- Together, outline appropriate and active roles for the candidate to take on, starting on the first day, and how candidate will receive support to be comfortable in those roles (i.e. working with individual students, taking role, pre- assessments).
- Schedule a weekly meeting/planning time.

Introduction to the Classroom:

- Introduce the teacher candidate to colleagues in the school and put the teacher candidate's name on the door.
- Introduce the teacher candidate to parents through a letter home or as an item in the school newsletter.
- Encourage the candidate to introduce him or herself to the class.
- Create a space for the teacher candidate, such as a special desk or table for the teacher candidate's use.
- Discuss student information such as test scores and IEPs, and let the teacher candidate know what information is available.
- Introduce routines and procedures for getting students through the school day (e.g. attendance, bathroom).

Getting to Know Your Cooperating Teacher:

- What grade levels you have taught?
- What special trainings you have had that you find to be valuable?
- What skills, talents, interests, languages and cultural understandings do you bring to your classroom?
- What goals do you have in supporting a STEP teacher candidate?
- What are your professional growth goals?
- How you are feeling about getting started?
- Agree to ask each other questions when in need of clarification.
- Figure out a regular communication system. Consider time needs of the cooperating teacher and the learning needs of the candidate (time to ask questions, hear you talk about planning/curriculum/instruction/ students, get feedback on their teaching). Be creative about how to make it work for both you, such as an interactive journal, email, lunch breaks, after school
- Talk about how you use your lunch and before & after school times, and come to a mutual understanding about what the candidate can do during those times (work/plan/relax with you or be self-directed).
- Talk about your willingness to be flexible and to say no when needed. Candidates can feel nervous about asking you to accommodate them.

Introduction to the School Community:

- Take a tour of the school building.
- Discuss the characteristics of the school neighborhood
- Provide details around school enrollment, demographics, class size, etc.
- Articulate the rules, regulations and practices of the school; share the school's mission, as well as the services and programs that are provided.
- Outline staff procedures for yard duty, photocopying, study hall, supplies, audio-visual equipment.
- Discuss the level of parent-involvement at the school (e.g. volunteer programs, organizations)
- Share policies around emergencies, confidentiality, reporting.

STEP Graduated Responsibility: Principles and Practices

Graduated responsibility supports the professional growth of teacher candidates by combining long-term experience in a clinical setting, incremental expansion of the candidate's teaching role, and individualized support from a cooperating teacher and a supervisor. Graduated responsibility ensures that guidance from experienced teachers shapes each candidate's development, and it also allows the cooperating teacher and supervisor to share and refine their own practice. This structure encourages candidates to merge theory and practice in authentic ways by trying out ideas learned in university coursework and building a wealth of practical experience. Over time each candidate experiences an increasing sense of ownership for the teaching and learning in the placement classroom.

Principles of Graduated Responsibility

1. Shared practice allows for an ongoing exchange of ideas about student learning.

As co-practitioners, the cooperating teacher and the teacher candidate frequently and systematically engage in conversations about student learning. The cooperating teacher and university supervisor help the candidate understand the guiding principles behind a teacher's decisions regarding planning, instruction, and assessment. The quantity of time devoted to these discussions remains consistent throughout the year, though the focus of these discussions will shift as the candidate takes on greater responsibility, becomes more competent in certain aspects of teaching, and identifies new areas for growth.

2. Support for the candidate evolves throughout the year according to targeted areas for professional growth.

The candidate, the cooperating teacher, and the supervisor jointly identify areas of growth for the candidate, and the cooperating teacher and supervisor tailor their support to match those needs. They recognize that the candidate's development will not be linear but will ebb and flow as the candidate does more of the planning, instruction, and assessment. The candidate is responsible for using the feedback of the cooperating teacher and supervisor to make progress on his or her professional goals.

3. Each candidate experiences an individual process of professional growth.

Graduated responsibility honors each candidate's unique developmental trajectory as a novice teacher. Therefore, independent student teaching begins when the time is right, not at a predetermined point during the school year. If a candidate may not be ready in time to fulfill the requirements for the duration of the independent student teaching period, then the supervisor and/or cooperating teacher will identify this concern in time to develop an alternative plan for the candidate.

Graduated Responsibility in Practice

This section suggests ways in which the principles of graduated responsibility might be enacted throughout the year in the relationship among the candidate, the cooperating teacher, and the supervisor. These descriptions are not meant to be prescriptive; rather, they provide suggestions about how each person's role might evolve over time. The guidelines assume that reflection is an ongoing part of the candidate's work and is a consistent focus of the conversations the candidate has with the cooperating teacher and supervisor about teaching and learning.

Early in the Year

Planning: The cooperating teacher is the primary architect of the unit and lesson plans and spends time discussing the design of these plans with the candidate. The cooperating teacher articulates and explains the learning goals and assessment plan and provides a rationale for the activities selected to support student learning. Over time the cooperating teacher gives the candidate responsibility for designing increasingly complex learning segments, leaving time to review the candidate's plans before they are implemented. The supervisor supports the candidate and cooperating teacher in establishing a strong collaborative relationship.

Instruction: The candidate initially observes the cooperating teacher's instruction, paying particular attention to student learning, and the cooperating teacher models a variety of pedagogical practices. The candidate and cooperating teacher reflect together on the outcomes of these lessons as the cooperating teacher shares the thinking behind particular instructional decisions. In addition, the candidate actively participates in classroom routines, such as taking roll, collecting assignments, and working with small groups and individual students. The candidate soon takes responsibility for short learning segments, such as introducing a lesson, giving instructions, or facilitating a brief discussion. The supervisor observes some of these learning segments and, together with the cooperating teacher, focuses the candidate's attention on specific aspects of effective teaching.

Assessment: The candidate and cooperating teacher review student work together and discuss its strengths and weaknesses. The candidate records student responses when observing the cooperating teacher teach, after which they interpret this data together. With the guidance of the cooperating teacher and supervisor, the candidate designs and implements pre-assessments prior to a new unit of instruction. The candidate, cooperating teacher, and supervisor discuss how this information informs subsequent planning and instruction.

Communication with Families: The candidate attends parent conferences (including IEP and SST meetings) and Back-to-School events when possible. The cooperating teacher models communication with families and shares relevant school policies. The candidate makes positive phone calls home and may complete a home visit. The cooperating teacher and candidate co-write a letter to families to introduce the candidate's role in the classroom.

Moving Forward

Planning: The cooperating teacher and candidate continue to co-plan, with the candidate taking more responsibility for the design of particular lessons rather than drawing primarily on the cooperating teacher's lesson plans. The cooperating teacher and supervisor provide many of the resources for planning (texts, ideas, etc.) and offer feedback, but the candidate also begins to experiment with his/her own ideas, some of which will correspond to what s/he is learning in university coursework.

Instruction: The candidate implements learning segments of increasing length and complexity, which leads to the delivery of entire lessons and, in time, sequences of related lessons. With the support of the cooperating teacher and supervisor, the candidate tries a variety of instructional strategies, such as direct instruction, discussion, group work, and student-centered activities. The supervisor and cooperating teacher help the candidate negotiate the challenges of taking on more responsibility and balancing multiple aspects of the teaching role.

Assessment: The candidate and cooperating teacher read anchor assignments together to norm expectations for feedback, after which the candidate takes responsibility for responding to student work. The cooperating teacher reviews these responses and helps the candidate refine his/her formative feedback. The candidate also begins to develop and select assessments independently. The cooperating teacher and supervisor help the candidate to analyze whole-class assessments and then to use this information to modify instruction and address the needs of individual students.

Communication with Families: With the support of the cooperating teacher, the candidate increases communication with families, including calls and emails in support of students who may be struggling. When possible, the candidate continues to be present for meetings with parents and guardians.

Independent Student Teaching

Planning: The candidate has primary responsibility for planning. Drawing on what s/he has learned from both university coursework and experience in the field, the candidate hones his/her ability to organize instruction over several weeks. The cooperating teacher and supervisor continue to be key resources by keeping the candidate mindful of relevant curriculum standards, helping the candidate to anticipate scheduling issues in the school calendar, and providing feedback about the long-range planning.

Instruction: The candidate takes responsibility for all instructional time, using a variety of methods to meet student needs. The cooperating teacher and supervisor continue to provide regular feedback on the candidate's instruction. The cooperating teacher moves in and out of the classroom and occasionally supports the candidate's instruction by facilitating small groups or working with individual students as needed.

Assessment: The candidate takes primary responsibility for all assessments of student learning, keeping the cooperating teacher continuously informed about student progress and using the guidance of the cooperating teacher and the supervisor to refine his/her assessment practices.

Communication with Families: The candidate assumes responsibility for keeping families informed about student progress and may develop new ways to involve families in student learning. The candidate may initiate parent conferences and may also participate in a student study team meeting.

Independent Student Teaching in STEP

The period of independent student teaching is an essential component of STEP in that it provides the teacher candidate with the opportunity to integrate the core tasks of teaching: diagnosis of student strengths, interests, and needs, planning, instruction, and assessment of learning, and to solidify his/her identity as a professional educator. The cooperating teacher and university supervisor support the candidate in this process. After a significant period of co-teaching, the candidate takes primary responsibility for planning and implementing lessons, assessing student learning, and communicating with families about student progress while continuing to have access to feedback, resources and support from the cooperating teacher and supervisor.

When does independent student teaching take place?

Secondary candidates begin independent student teaching during winter quarter and continue in that capacity until the end of the academic year. Because graduated responsibility honors each candidate's unique developmental trajectory, independent student teaching begins at a different time for each candidate. The university supervisor and cooperating teacher agree on a timeline that makes sense for each candidate based on his or her strengths and performance as a developing teacher.

Elementary candidates will complete a mini Independent Student Teaching (three to five mornings) in the fall. In the beginning of November, the University Supervisor, Cooperating Teacher, and Teacher Candidate will begin to discuss how the candidate will gradually increase responsibility for the morning instruction to allow for a mini Independent Student Teaching in December.

Elementary candidates will also complete ten days of independent student teaching during a three-week window in spring quarter. In mid-March the university supervisor, cooperating teacher, and teacher candidate begin to discuss how the candidate will gradually increase ownership of classroom activities to allow for a seamless transition into independent student teaching.

Once the cooperating teacher and university supervisor have determined that the candidate is ready to begin independent student teaching, the candidate must submit to STEP the "Advancement to Independent Student Teaching" form. The cooperating teacher, university supervisor, director of clinical work, and program director indicate their approval by signing the form.

How do the cooperating teacher and university supervisor support independent student teaching?

To support the candidate as he/she takes on a more independent role in the classroom, the cooperating teacher, university supervisor, and candidate are encouraged to develop a schedule

for independent student teaching, determining when the cooperating teacher leaves the classroom and whether any special events take place during independent student teaching. The cooperating teacher continues to provide the support that the candidate needs to plan curriculum and conducts routine observations of the candidate's teaching. The two continue to meet and reflect on a regular basis. Ongoing communication among the cooperating teacher, university supervisor, and candidate ensures that concerns can be addressed in a timely manner and that the candidate gets the support needed both in the field placement and in university coursework.

To what extent can the candidate make his/her own choices during independent student teaching?

Independent student teaching provides the opportunity for candidates to design and try out instructional activities to support any previously established curriculum for that period of time. The candidates are encouraged to seek support from their cooperating teachers, supervisors and course instructors in designing the curriculum and instruction during independent student teaching. Independent student teaching affords the candidate increased freedom to make choices around classroom structures, instructional strategies, and curriculum design, while building on prior instruction and maintaining routines that support student learning. An important goal for independent student teaching is to strike a balance among the local context, the needs of the students, and the interests and developmental needs of the candidate.

To what extent is the cooperating teacher present in the classroom during independent student teaching?

Although the candidate assumes responsibility for the classroom during independent student teaching, the cooperating teacher remains the "teacher of record" throughout the academic year. Cooperating teachers are encouraged to move in and out of the classroom during independent student teaching, allowing the candidate plenty of time in charge of the classroom. The cooperating teacher remains accessible for questions and support. If certain classroom activities benefit from the presence of two teachers (e.g., reading groups, labs), the cooperating teacher can support a consistent learning experience for the students by remaining in the room and continuing to assume a role in these activities.

What role do candidates have in the secondary placement during independent student teaching? (STEP Secondary only)

During the academic year the candidate gradually assumes more responsibility in both the primary and secondary placements. Whereas the candidate eventually "takes over" the primary course during independent student teaching, he/she remains in the role of co-teacher in the secondary course. In this capacity, the candidate engages in planning, instructing, assessing, and reflecting alongside the cooperating teacher, who maintains responsibility for the secondary placement through the end of the year.

Advancement to Independent Student Teaching

Secondary teacher candidates begin independent student teaching during winter quarter and continue in that capacity until the end of the academic year. The following must be completed in order for the Teacher Candidate to move from Non-Independent Student Teaching to Independent Student Teaching:

Name of Teacher Candidate: _____

School: _____ Course Name: _____

The Teacher Candidate has fulfilled the following requirements to move from Non-Independent Student Teaching to assume Independent Daily Student Teaching (please check each one):

- 1) ___has passed all subject matter requirements for independent student teaching, including subject matter competency and Constitution Requirement
- 2) ___has completed CPR/First Aid training
- 3) ___has the agreement of all of the following that the Teacher Candidate is ready for Independent Daily Student Teaching: *

Teacher Candidate: _____

Date: _____

Cooperating Teacher: _____

Date: _____

University Supervisor: _____

Date: _____

Director of Clinical Work: _____

Date: _____

Assistant Director: _____

Date: _____

*If the situation changes, the Stanford Teacher Education Program reserves the right to have the Teacher Candidate return to Non-Independent Student Teaching.

STEP Observation Cycle

The university supervisor completes three to four formal observations of the teacher candidate each quarter. The purpose of these observations is to build a record of the candidate's growth as an educator, to help he/she develop a variety of ways to reflect on practice, and to connect that reflective process to the California Standards for the Teaching Profession.

1. The Lesson Plan

The teacher candidate consults with the cooperating teacher to identify learning goals that fit well with the flow of the class and with his/her knowledge of the students. The candidate designs a lesson plan to support the students' progress toward these goals. The candidate designs the lesson plan on his/her own, but is encouraged to solicit input from the cooperating teacher, university supervisor, course instructors, and peers. Early in the year the lesson will be fairly short (10-20 minutes), but over time the observed lessons will grow longer. Eventually the candidate will create lesson plans that span the entire class period. While there is no standard format for the lesson plan, it should include the following elements:

- Relevant state-adopted, national, or other local standards used within your teaching context
- Learning objectives associated with the standards
- Formal and informal assessments
- Instructional and learning tasks
- Instructional resources and materials

2. The Planning Conference

In the planning conference the candidate confers with the university supervisor about the lesson plan. The supervisor will provide feedback to help the candidate revise the plan and prepare for the lesson. The supervisor's expertise is especially useful in anticipating what students may find challenging, refining particular strategies that have been chosen for the lesson, and contemplating potential pitfalls in classroom management. Together, the candidate and university supervisor will also select a focus for the observation. For example, the supervisor might track students' participation throughout the lesson or note the kinds of questions that the candidate is asking the students (see Observation Tools).

3. The Observation

The supervisor observes the candidate implement the lesson he/she has designed. The supervisor will collect data to help the candidate see aspects of the lesson that are often difficult to notice as a new teacher. The supervisor will typically sit in an unobtrusive place in the room while taking notes, although he or she may occasionally circulate around the room to observe how students are engaging with the work. The supervisor may also arrive early or stay beyond the designated time of the lesson in order to understand the broader context of the classroom.

4. The Debrief Conference

During the debrief conference the candidate discusses the observed lesson with the supervisor and, when possible, the cooperating teacher. This debrief should be scheduled as soon as possible after the lesson's completion so that the discussion is rooted in the specific details of what happened. The debrief will help the candidate to celebrate the strengths of emerging practice, identify areas for improvement, and reflect on the experience of facilitating the lesson. The lesson will never go exactly as envisioned, but the moments that feel most uncertain or unclear often provide the richest opportunities for the candidate's own learning. For observations that are

videotaped the supervisor and the candidate will have their formal debrief after the candidate has viewed the video and written their analysis.

5. The Reflection

Within 48 hours of the debrief session, the candidate submits a written reflection to the supervisor. Writing this reflection pushes the candidate to examine practice in a more sustained, deliberate way. It also demonstrates the candidate's growing ability to reflect on their practice independently. This reflection does **not** merely recap what happened during the lesson or editorialize about a particular issue.

The following questions may help candidates to select a focus for the reflection:

- a. Choose a moment during the lesson that surprised or challenged you. What key issue(s) arose at that moment? What have you learned by reconsidering that moment after the fact?
- b. If you were to implement the lesson again, what would you do differently, and what would you repeat? Why? What did you notice that would lead you to alter your approach next time?
- c. What was an important decision or adjustment that you had to make during the lesson? What influenced your decision-making in the moment? Looking back on that moment, what were the advantages and drawbacks of what you decided to do?
- d. What have you learned about your students during this lesson? What have you learned about yourself? What evidence of student learning can you identify, and how does that evidence influence what you will do next?
- e. Discuss a specific fear or uncertainty that emerged for you during the lesson. What prompted it? How did it influence your teaching? What can you learn from it?
- f. What connections can you find between what is happening in your classroom and what you are learning in your coursework? As you consider these connections, what questions have emerged as a result of this lesson? How do you answer those questions right now?

These prompts are not intended to provide an exhaustive menu of options. As the year progresses, the candidate will discover many new questions and ideas. Over time the candidate should, in consultation with the supervisor, pursue his/her own questions in the written reflections.

The reflection should:

- Offer careful analysis of specific moment(s) that arose during the lesson
- Provide concrete details to support that analysis
- Discuss how the analysis of this lesson will influence your future practice
- Make specific reference to the California Standards for the Teaching Profession
- Be 500-750 words in length
- Employ the polished, edited writing of a professional educator

If the supervisor does not feel that the written reflection has met the above criteria, the candidate will be asked to revise and resubmit it.

STEP Teacher Candidate:

Cooperating Teacher:

Supervisor:

Placement:

Observation #:

Informal or Formal:

Date and time:

1. [Lesson plan](#) (Submitted to supervisor 24-48 hrs in advance of observation)
2. [Planning conference](#) (TC and supervisor communicate in person and via virtual feedback)
3. [Observation notes](#) (Supervisor completes during observation)
4. [Debrief](#) (TC and Supervisor meet after lesson or within 24-48 hrs)
5. [Reflection](#) (Submitted within 48 hrs after observation)

Video Observation: [Video Observation Protocol](#)

1. LESSON PLAN

CONTEXT FOR LEARNING

How does this lesson connect to the **previous and future lesson**?

Who are the **students you are designing for**? e.g., grade level(s) or age range; racial, ethnic and cultural identities; languages represented; socio-economic levels; specific learning abilities, differences and needs, community context, etc.

(If applicable) What is the [essential question](#)?

RELEVANT STATE-ADOPTED, NATIONAL, OR OTHER LOCAL STANDARDS

English Language Arts: [Common Core ELA Content Standards](#)
 Math: [Common Core Math Content Standards](#)
 History/Social Science: [CA History/SS Framework](#), [Stanford History Education Group](#), [C3 Framework](#)
 Science: [Next Generation Science Standards](#)
 World Language: [World Language Standards](#)
 Visual & Performing Arts: [CA Arts Standards](#)
 Learning for Justice: [Social Justice Standards](#)
 SEL Standards [Social Emotional Skills and Practices](#)
 ELD Standards: [English Language Development Standards](#)

Science : NEXT GENERATION CONTENT STANDARDS (delete if not science)		
Performance Expectations		
Science and Engineering Practices	Disciplinary Core Ideas	Cross Cutting Concepts

LEARNING OBJECTIVES Students should know/be able to...	ASSESSMENT CRITERIA To achieve the learning goal, students will
<p style="text-align: center;"><u>Content Objective(s):</u></p> <p style="text-align: center;"><u>Language Objectives:</u></p> <p style="text-align: center;"><u>Historically Responsive Literacy Framework</u> <i>How will this lesson develop 1-2 of the pursuits (Identity, Skills, Intellect, Criticality, Joy)?</i></p> <p style="text-align: center;"><u>Sample way to write an objective:</u> Given (instructional task) SWBAT (do something/language function) using (activity/discourse, syntax, or vocabulary)</p>	<p style="text-align: center;"><u>I will know that students have achieved the learning goals when:</u></p> <p style="text-align: center;"><i>Describe any evidence you will be looking for to assess if learning goals will be met.</i></p> <p style="text-align: center;"><i>What types of assessments (formative/summative) will you use?</i></p> <p style="text-align: center;"><i>Include any modified assessments for students with dis/abilities or ELLs.</i></p>

ACCOMMODATIONS AND MODIFICATIONS, SCAFFOLDING

List supports/modifications/accommodations you are implementing by the following sub categories. ONLY fill in subgroups that are reflected in your class.

Supports for ELL students:
 Supports for students with an IEP:
 Supports for students with a 504:
 Supports for struggling readers:
 Supports for GATE students:
 Supports for ...

LESSON: INSTRUCTIONAL AND LEARNING TASKS

Time	Teacher...	Students...	Questions/Assessment/Possible Misconceptions/Accommodations
	Ex: Model first part of graphic organizer	Ex: Fill out graphic organizer	Ex: Visuals (ELL scaffolds)

(add lines as necessary)

IDENTIFIED LANGUAGE DEMANDS	PLANNED LANGUAGE SUPPORTS
<p style="text-align: center;">Function:</p> <p>These are the purposes and uses of language. This is where you identify 1-2 key language purposes that you need for the tasks in the lesson. Students are using language to...</p>	<ul style="list-style-type: none"> <i>What supports are already embedded in your lesson plan?</i> <i>Who are the individuals or groups of students who might be particularly impacted by this language demand?</i> <p style="text-align: center;"><i>What might you add or have available for these students?</i></p>
<p style="text-align: center;">Vocabulary:</p> <p style="text-align: center;"><u>Content-specific vocabulary:</u></p> <p>These are the traditional vocabulary words commonly used in various subjects, e.g.: character/setting/plot, math operation, adaptation, timeline</p> <p style="text-align: center;"><u>Support vocabulary</u></p> <p>These include materials you might be using, procedural words, other academic words that arise that students may struggle with.</p>	<ul style="list-style-type: none"> <i>What supports are already embedded in your lesson plan?</i> <i>Who are the individuals or groups of students who might be particularly impacted by this language demand? What might you add or have available for these students?</i>
<p style="text-align: center;">Discourse or syntax:</p> <p style="text-align: center;"><u>Linguistic structures that support the academic language function</u></p> <p>This could include a focus on kinds of words that determine relationships between the content vocabulary.</p>	<ul style="list-style-type: none"> <i>What supports are already embedded in your lesson plan?</i> <i>Who are the individuals or groups of students who might be particularly impacted by this language demand? What might you add or have available for these students?</i>

INSTRUCTIONAL RESOURCES AND MATERIALS

(Attach lesson materials: copy/paste a handout, or link/screenshot slides, etc.)

2. PLANNING CONFERENCE

Date:

Possible questions for discussion.

- Is there an opening question/activity? How does it connect to students' experiences and interests?
- Are timings clear and realistic? Are there clear transitions?
- Have you prepared models, manipulatives, visuals, and thought about how to manage them? What about physical space?
- What about instructional strategies or grouping structures?
- How will you know students learned the objective (sources of evidence)? Are there any opportunities for self-assessment? How will students know if they are successful?
- How will students make their thinking public? How will you ensure they are talking/listening respectfully?
- What do you predict students may find difficult or confusing, both in terms of content and language? How does your plan address these potential areas of confusion? How do you plan to support students?
- What students are you most focused on? How might this observation help you think about them?
- What extensions or challenges might you provide for students who are ready for them?

Historically Responsive Teaching Questions

- Out of all the things in the world, why are you teaching this? (know the purpose)
- How will your lesson help a student to learn something about themselves or others?
- How will your lesson help a student learn a new skill?
- How will your lesson help a student to learn something new?
- How will your lesson help a student to learn anti-oppression and anti-racism?
- What text will you layer to support the learning? (texts matter)
- Are you energized about teaching and learning?
- How will you make it impossible for students to fail?
- How will you change as a result of the teaching?
- How will your students change as the result of the teaching?
- What school-home connections can you make?
- How will this lesson spread and amplify joy? Do you elevate joy about people of color?
- How have you centered student/community knowledge in this lesson?
- What biases are you coming into this lesson with?

What feedback would you like about your lesson plan?

How might this observation support you? What would you like your supervisor to focus on during the observation?

4. DEBRIEF

Date:

Possible debrief questions:

- How did the lesson go? What worked best?
- What surprised you about the lesson?
- Did the students reach the objectives you set? How do you know?
- What did the students find difficult/confusing? Were you able to address these areas of confusion?
- Which instructional strategies worked? Which did not work as well?
- What about extension/differentiation, language demands, student engagement?

Strengths and highlights:

Questions/Challenges/Areas for Growth

Next steps (instructional and/or candidate professional growth)

What do the students need next?

What would you do differently if you were to teach the lesson again?

What goals for professional growth did the lesson prompt for you?

How will you move forward with working on these goals?

5. TEACHER CANDIDATE REFLECTION

Date:

Within 48 hours of the debrief session, submit a written reflection of 750-1500 words that does not merely recap what happened during the lesson. The following questions may help you select a focus for the reflection:

- *Choose a moment during the lesson that surprised or challenged you. What key issue(s) arose at that moment? What have you learned by reconsidering that moment after the fact?*
- *If you were to implement the lesson again, what would you do differently, and what would you repeat? Why? What did you notice that would lead you to alter your approach next time?*
- *What was an important decision or adjustment that you had to make during the lesson? What influenced your decision-making in the moment? Looking back on that moment, what were the advantages and drawbacks of what you decided to do?*
- *What have you learned about your students during this lesson? What have you learned about yourself? What evidence of student learning can you identify, and how does that evidence influence what you will do next?*
- *Discuss a specific fear or uncertainty that emerged for you during the lesson. What prompted it? How did it influence your teaching? What can you learn from it?*
- *What connections can you find between what is happening in your classroom and what you are learning in your coursework? As you consider these connections, what questions have emerged as a result of this lesson? How do you answer those questions right now?*
 - *When did you and your students experience joy in today's class?*

Note: For video observations, the debrief will take place after the teacher candidate has watched and tagged their video and shared it with their supervisor. Please see the [Video Observation Protocol](#) for more detail.

STEP Secondary Clinical Work Agreement

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 college classrooms separated from engagement in practice or in school classrooms separated 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, and 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. The cooperating teacher and university supervisor provide direct support for the candidate as he/she works simultaneously in the two contexts.

This document describes the responsibilities of the teacher candidate, the cooperating teacher, and the university supervisor as they work in the clinical setting. The three work together to support the candidate's growth as a novice teacher. Each teacher candidate teaches under the direct and continuing classroom supervision of an assigned cooperating teacher who is a credentialed, experienced member of the school faculty. As proscribed by the California Commission on Teacher Credentialing, cooperating teachers hold appropriate certification in their subject area (including EL authorization), have a minimum of three years of public school teaching experience in their area of certification, and have a commitment to mentor teacher candidates. The cooperating teacher serves as the teacher of record for the class(es) to which the teacher candidate is assigned. The university supervisor also helps to bridge the teacher candidate's classroom experience with STEP coursework and other programmatic experiences. As proscribed by the California Commission on Teacher Credentialing, Supervisors have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks; they are credentialed (or have equivalent experience in educator preparation); and are experts in the content area of the candidate being supervised. All three parties sign this agreement.

The teacher candidate co-teaches with the cooperating teacher in two different periods (primary and secondary). Initially, the cooperating teacher assumes primary responsibility for both classes and the teacher candidate remains in a supportive role. During independent student teaching, the teacher candidate takes responsibility for the primary course. The teacher candidate and cooperating teacher co-teach the secondary course until the end of the year, with the cooperating teacher taking primary responsibility.

The California Teaching Performance Expectations (TPEs) provide a framework for assessing and documenting the teacher candidate's progress throughout the program. These standards inform the formal observations conducted by the university supervisor and the quarterly assessments completed by the cooperating teacher and university supervisor. In addition to the TPEs, the candidates are also held to the professional standards and expectations as outlined in the following documents: the National Education Association (NEA) Code of Ethics and the Family Education Rights and Privacy Act (FERPA).

Graduated Responsibility

The structure of the STEP student teaching experience relies on the concept of graduated responsibility. In addition to observing instruction, the teacher candidates play an active role early in the placement, supporting individual students and small groups and implementing small learning segments with the support of the supervisor and cooperating teacher. Over time candidates extend their responsibility for planning, instruction, and assessment in the placement, taking ownership of learning segments that increase in length and complexity. Graduated responsibility ensures that guidance from experienced teachers shapes each candidate's development, and it also allows the cooperating teacher and supervisor to share and refine their own practice. This structure encourages candidates to merge theory and practice in authentic ways.

Graduated responsibility eventually culminates in a sustained period of independent student teaching, which begins in the winter. This timing allows for the candidate to complete sufficient time and experience as an independent teacher to provide evidence for recommendation for the teaching credential. This process is personalized so that candidates, university supervisors, and cooperating teachers agree on a timeline that makes sense for each candidate based on his or her strengths and abilities as a developing teacher. The following documents support graduated responsibility:

- Building Relationships Between Teacher Candidate and Cooperating Teacher

- STEP Integration Plans (Fall, Winter/Spring)
- Graduated Responsibility in STEP
- Independent Student Teaching in STEP

The Joint Work of the Cooperating Teacher and Teacher Candidate

Together the cooperating teacher and the candidate move through all phases of the teaching cycle: planning, instructing, assessing, and reflecting. Throughout the year the two explore and practice the different strategies that can be utilized within each phase. The following are suggestions for ways the cooperating teacher can support the growth in each phase:

Planning:

- Articulate the intended educational goals and expected outcomes for the course.
- Discuss rationale for the focus and sequencing of the course.
- Co-plan lessons, units, curriculum, and assessments with teacher candidate throughout the academic year.
- Explore strategies to diagnose and address specific student needs.

Instructing:

- Co-teach with teacher candidate according to the teacher candidate's readiness.
- Model a variety of teaching strategies for the teacher candidate.
- Provide opportunities for the teacher candidate to practice different teaching strategies to address students' interests and needs.
- Demonstrate how to manage everyday tasks such as taking roll, giving directions, and dealing with paperwork.

Assessing:

- Discuss and model different assessment techniques (e.g., objective tests, performance assessments, peer review, self-assessment, journals, portfolio, etc).
- Examine student work to identify to what extent the learners reached the educational goals and to guide future planning.

Reflecting:

- Co-reflect about daily lessons and encourage the teacher candidate to reflect on the effectiveness of the teaching technique(s) for the learners.
- Provide multiple opportunities to self-assess teaching
- Make thinking visible and share thoughts about the outcome of a lesson.
- Emphasize the teacher candidate's strengths and give constructive, specific feedback about areas for improvement.
- Discuss strategies and help set goals for the teacher candidate to address specific areas for improvement.

Graduated responsibility allows for candidates to develop at different rates throughout the year and within each phase of the teaching cycle. For example, a teacher candidate may be comfortable at utilizing different instructional strategies but still need considerable support in developing assessments. By mentoring the teacher candidate in the ways described above, the cooperating teacher will support the teacher candidate's move into the primary teaching role for the **primary course**. As the candidate takes on more responsibility in the class, the cooperating teacher plays a more supportive role. The two continue to plan and debrief on a regular basis. By winter, the teacher candidate should already have experienced significant responsibility for multiple components of the curriculum.

The cooperating teacher, the university supervisor, STEP's director of clinical work, and director determine the appropriate time for the candidate to begin independent student teaching in the primary course. Independent student teaching begins well before the final eight weeks of the school year. Although the candidate assumes responsibility for the classroom during independent student teaching and may be left in charge of the classroom, the cooperating teacher remains the "teacher of record" throughout the academic year. For more information, see "Independent Student Teaching in STEP."

Responsibilities of the Cooperating Teacher

- Meet with teacher candidate and university supervisor (three-way meeting) at the beginning of the placement and at the end of each quarter
- Review the STEP handbook
- Observe the candidate's teaching to collect evidence for quarterly assessment (use suggested observation tools found in the STEP handbook). Make your thinking visible before, during, and after class.
- Maintain proactive, ongoing communication with the supervisor about the candidate's progress. The supervisor and cooperating teacher together monitor the candidate's graduated responsibility trajectory. Should concerns arise, the supervisor should be notified immediately to determine how best to support the candidate. If necessary, the STEP Director of Clinical Work may provide additional guidance.
- Complete three quarterly assessments and upload them to Watermark: Student Learning & Licensure. (Note: The teacher candidate will not receive a grade for Seminar until each quarter report is received, and all reports for the year must be received before they can graduate.)
- Discuss the content of the quarterly assessment with the teacher candidate and set future learning goals.

Responsibilities of the Teacher Candidate

The teacher candidate maintains a professional presence while at the school site, communicating and relating with colleagues, students, and families.

- Be present and at the school site for about 20 hours per week for the full academic year; be prepared to fulfill his or her obligations in the teaching assignments.
- Maintain prompt and regular attendance and conscientious out-of-class preparation for teaching responsibilities
- Maintain up to date records of curricular plans; abide by school policies; meet administrative due dates;
- Visit and observe other classrooms on a regular basis as detailed in the integration plan.
- Email absences for any reason to the cooperating teacher, university supervisor, director of clinical work, and director
- Request absences for special circumstances in writing from the cooperating teacher, director of clinical work, and director

Videotaping

As part of the teacher candidates' work for Stanford University they are required to videotape their teaching. The videotapes are kept by the student and by Stanford University and may be shared with other teacher educators and other teacher candidates to help them analyze and improve their teaching. Neither the students' names nor the name of the school will be used in any reports or presentations of the video. A form will be sent to each parent for them to indicate if they are willing to have their child appear in the video.

Substitute Teaching

STEP teacher candidates may serve as substitute teachers for their cooperating teachers only, but not until the university supervisor has completed one formal observation, and the cooperating teacher, university supervisor, and STEP director of clinical work have given their written approval.

Extracurricular Activities

The teacher candidate should not receive assignments to extracurricular activities from the school. If the schedule permits, the STEP teacher candidate will attend a minimum of one department meeting and one faculty meeting per semester, parent- teacher conferences, and back-to-school events. STEP encourages teacher candidates to voluntarily participate in school activities if time permits. However, STEP teacher candidates should not be required to attend meetings that conflict with classes at Stanford.

Responsibilities of the University Supervisor

The university supervisor plays a vital role as a bridge between the university and clinical context, a mentor, and an evaluator of the candidate's progress. As they pertain to the field placement, the supervisor's responsibilities are to:

- Facilitate three-way meetings at the beginning of the placement and at the end of the quarter to discuss quarterly assessment and set goals
- Using the integration plan as a framework, communicate with the cooperating teacher and teacher candidate about how the principles of graduated responsibility are being enacted in the placement.
- Conduct at least twelve formal observations during the academic year (one per quarter is videotaped)
- Complete quarterly assessment each quarter
- Facilitate information stream between Stanford and the cooperating teacher regarding candidate's progress and needs.
- Report any concerns to STEP's director of clinical work immediately

If you need to be in contact with STEP regarding any of the above or STEP Teacher candidate concerns, please call or email: Jeff Camarillo, Associate Director of STEP Secondary at jcamarillo@stanford.edu or Ruth Ann Costanzo, Director of Clinical Work at 650-996-0533 rcostanzo@stanford.edu

**STANFORD TEACHER EDUCATION PROGRAM
SECONDARY CLINICAL WORK AGREEMENT**

Content Area: _____ Date: _____

STEP Teacher Candidate name, printed (last name, first)

Signature

District

School

Weekly Planning Day

Time

Name of primary course

Grade level

Name of secondary course

Grade level

Cooperating Teacher's (CT's) name, printed (last name, first)

Signature

CT's E-mail

CT's Phone

Dept. Head name, printed (last name, first)

Signature

Administrator's name, printed (last name, first)

Signature

University supervisor, printed (last name, first)

Signature

Ruth Ann Costanzo, STEP Director of Clinical Work's Signature

(650) 996-0533
Phone (work)

Jeff Camarillo, STEP Secondary Associate Director's initials

Date

STEP Secondary Integration Plan – Fall Quarter

This plan has two strands: 1) integrating the teacher candidate into the activities of classroom teaching, and 2) integrating the teacher candidate into the placement school and its wider community. The actual timings and arrangements for integration are determined by the cooperating teacher, the teacher candidate, and the university supervisor, and will take into account their individual needs and circumstances.

Integration into Classroom Teaching

The guiding principle of learning to teach is assuming **graduated responsibility** from observing to co-teaching to independent student teaching. Graduated responsibility supports the professional growth of teacher candidates by combining long-term experience in a clinical setting, incremental expansion of the candidate’s teaching role, and individualized support from a cooperating teacher and a supervisor.

August/September	October	November/December
<p><i>Creating the learning environment</i></p> <ul style="list-style-type: none"> ● Cooperating teacher introduces the teacher candidate as co-teacher to students and parents. ● Cooperating teacher and teacher candidate discuss classroom norms and routines. ● Teacher candidate observes cooperating teacher’s teaching, paying attention to student learning and various pedagogical approaches. ● Cooperating teacher and teacher candidate discuss assessment and grading philosophy/policy. ● Teacher candidate examines student work with cooperating teacher. ● Candidate begins actively participating in classroom routines and teaching <ul style="list-style-type: none"> * taking roll, working w/ small groups and independent students * co-plan lessons and units; co-plan and implement brief learning segment, such as giving instructions, conducting a pre-assessment, or facilitating a discussion. <p><i>Building relationships with students (questions for the teacher candidate):</i></p> <ul style="list-style-type: none"> ● Who are your students? ● What is the range of previous academic achievement, home languages, and range of language proficiencies, racial/ethnic/socio-economic background? 	<p><i>The teacher candidate will continue activities begun previously and:</i></p> <ul style="list-style-type: none"> ● expand length of learning segment: co- plan, implement, and review somewhat longer teaching/learning segments. ● explore cooperating teacher’s curricular resources and begin to take note of other options. ● increase time spent on examining student work with cooperating teacher. ● begin providing oral and written feedback to students. ● begin grading in consultation with cooperating teacher 	<p><i>The teacher candidate will continue activities begun previously and:</i></p> <ul style="list-style-type: none"> ● further expand teaching/learning segment, using new instructional strategies and experimenting with ideas learned in coursework. ● increase role in joint planning. ● increase parts and numbers of lessons taught independently and co-taught with cooperating teacher. ● work with cooperating teacher to norm expectations for student feedback and increase responsibility for grading.

<ul style="list-style-type: none"> ● What are the special educational needs of your students? ● What are your students' interests and hobbies? <p><i>Establishing relationships: The cooperating teacher, teacher candidate, and university supervisor will:</i></p> <ul style="list-style-type: none"> ● set up 3-way meeting and discuss how the 3-way relationship supports the candidate's learning. ● establish consistent time for cooperating teacher and candidate to collaborate and debrief. ● review and sign Clinical Work Agreement. ● discuss teaching cycle (planning, implementing, assessing, reflecting) and the concept of learning segment. ● discuss procedure and expectations for formal supervisor observations. 		
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Integration into the School and the Community

Teacher candidates need to acquire a comprehensive understanding of the school as an organization and the community that it serves. To better understand the context of their teaching and their students' learning experiences, teacher candidates will engage in specific activities across the school and in the wider community.

August/September	October	November/December
<p><i>Getting to know the school: The teacher candidate will:</i></p> <ul style="list-style-type: none"> ● become familiar with school personnel and policies re: attendance, behavior, emergencies. ● learn about school enrollment and demographics. ● get school calendar and find out about school-wide events. ● observe at least two teachers at the same grade level. ● attend department/faculty/professional development meetings when possible. <p><i>Getting to know the community: The teacher candidate will:</i></p> <ul style="list-style-type: none"> ● attend back-to-school events. ● attend parent-teacher conferences when possible, including SST and IEP meetings. ● if appropriate, co-write a letter with cooperating teacher introducing the candidate's role in the classroom. 	<p><i>The teacher candidate will continue activities begun previously and:</i></p> <ul style="list-style-type: none"> ● observe at least two teachers in other grade levels. ● visit special ed dept., ESL/ELD/ SDAIE classes. ● visit other schools to observe accomplished teachers and discuss observations in supervisory. 	<p><i>The teacher candidate will continue activities begun previously and:</i></p> <ul style="list-style-type: none"> ● make positive phone calls or emails home. ● make home visits if possible.

STEP Secondary Integration Plan – Winter/Spring Quarter

January/February	March/April	May/June
<p><i>Creating the learning environment: The teacher candidate will:</i></p> <ul style="list-style-type: none"> take on more responsibility for planning and implementing longer learning segments, full lessons, and sequential days within a unit. continue to use cooperating teacher’s curricular resources, but begin to experiment more with own ideas, especially those that correspond with university coursework. take more responsibility for responding to student work both orally and in writing begin developing own assessments and analyzing whole class assessments with cooperating teacher <p><i>Building relationships with students: The teacher candidate will:</i></p> <ul style="list-style-type: none"> learn more about the background, educational needs, and special interests of students; begin exploring these if there is a new group of students in winter quarter. attend parent meetings with cooperating teacher communicate with parents via email and phone make home visits if possible <p><i>Fostering relationships: The cooperating teacher, teacher candidate, and university supervisor will:</i></p> <ul style="list-style-type: none"> set up 3-way meeting to review goals describe in quarterly assessment. reestablish a consistent time for cooperating teacher and teacher candidate to debrief and collaborate. determine when independent student teaching will begin. schedule timing of STEP’s edTPA Teaching Event <p><i>Getting to know the school, community and profession: The teacher candidate will:</i></p> <ul style="list-style-type: none"> observe classrooms in different types of schools observe students in other classes at the school site attend school events and extracurricular programs 	<p><i>Independent student teaching begins in winter quarter after STEP has received the signed Advancement to Independent Student Teaching form. The teacher candidate will:</i></p> <ul style="list-style-type: none"> take responsibility for the majority of daily and unit planning try out various teaching strategies, discuss outcomes with cooperating teacher and supervisor, and make adjustments take responsibility for all aspects of assessment (pre/post, formative, summative keep families informed about student progress initiate parent conferences participate in SST and IEP meeting <p>For more information, see “Independent Student Teaching in STEP”</p>	<p><i>Independent student teaching takes place through the end of the school site’s academic year. The teacher candidate will:</i></p> <ul style="list-style-type: none"> continue to debrief independent student teaching outcomes with cooperating teacher and supervisor, and adjust accordingly. plan for inclusion of standardized tests into spring curriculum plan and engage in classroom and school-wide end-of-year activities determine how best to say good-bye to students

The guiding principle of learning to teach is assuming **graduated responsibility** from observing to co-teaching to independent student teaching. Graduated responsibility supports the professional growth of teacher candidates by combining long-term experience in a clinical setting, incremental expansion of the candidate’s teaching role, and individualized support from a cooperating teacher and a supervisor. The actual timings and arrangements for integration are determined by the cooperating teacher, the teaching candidate, and the university supervisor, and will take into account their individual needs and circumstances.



Teacher Candidate Quarterly Assessment

Teacher candidate (First and last name):

Assessor (Cooperating Teacher/Supervisor):

Quarter (Fall/Winter/Spring):

Placement (Site/course name):

The Stanford Teacher Education Program (STEP) utilizes the California Commission on Teacher Credentialing adopted [Teacher Performance Expectations](#) (TPEs) and the [California Standards for the Teaching Profession](#) (CSTPs) in support of the program's design, curriculum, and assessments, including assessments of developing clinical practice in student teaching placements, such as the *STEP Quarterly Assessment* instrument. In addition to the TPEs and CSTPs, STEP teacher candidates are also held to the professional standards and expectations as outlined in the following documents: the National Education Association (NEA) Code of Ethics and the Family Education Rights and Privacy Act (FERPA).

Rubric Levels

The scale below reflects expected growth in the teacher candidate's practice during the STEP year. We aim to describe a continuum of practice from the performance of a novice teacher candidate to the performance of a well prepared and highly skilled, yet still beginning teacher. Moving from level 1 to level 4, the descriptors show how practice develops in terms of consistency, organization, integration, initiative, independence, effectiveness, and professionalism. The goal is for the teacher candidate to be at level 4 on all of the standard elements by the end of the academic year, though we typically see a range of performance across the elements with the vast majority of ratings at level 3 or level 4 by year's end. The candidate's growth and development rests significantly on the candid, professional, and clear evaluation and communication of student performance by the supervisor and cooperating teacher.

Level 1: The novice teacher candidate's performance shows signs of development. Yet, it is typically inconsistent and variable in achieving anticipated outcomes. Small segments of independent and successful practice are performed regularly. The candidate's performance requires strong guidance and extensive support, and relies substantially on the cooperating teacher's plans, assessment tools, practices and guidance. If you have insufficient evidence to evaluate the candidates' performance at this time mark a Level 1 and note in the comment section

Level 2: The teacher candidate's performance is steady and episodes of independent and successful practice are more frequent and longer in duration. The candidate's performance may require regular guidance and support, and continues to rely on suggestions and feedback from the cooperating teacher and supervisor. The candidate's practice may still be variable in achieving anticipated outcomes.

Level 3: The candidate's performance is generally consistent and reliable. Performance is more commonly linked to anticipated outcomes. The candidate successfully organizes multiple, related lessons. The candidate's performance indicates readiness to assume increased responsibility for daily instruction with continued support from a cooperating teacher, university supervisor, or mentor.

Level 4: The candidate's performance is typically consistent, purposeful, and well-timed. The candidate successfully organizes series of related instructional segments over significant periods of time. Performance is more

firmly linked to anticipated outcomes. The candidate’s performance indicates readiness to assume the regular, daily responsibilities as a teacher of record.

Concerns: Mark this column if you have special concerns or questions about the candidate’s performance on this standard at this time and note in the comment section.

N/A: Not applicable.

List 3-5 strengths the candidate has demonstrated:

Fall:

Winter:

Spring:

TPE 1: Engaging and Supporting All Students in Learning

***Defining “all students:”** These standards support the creation of classroom communities and curricula in which students with varying backgrounds, learning profiles, strengths, interests, needs, and abilities are engaged and challenged as learners. The use of the term “**all students**” throughout these documents reflects a commitment to the education of the full spectrum of students and the need for teachers to continually strengthen their understanding of students, families, and communities.

Check the box that best describes the level of performance on each element of the standard:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Concerns	N/A
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.						
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.						

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.						
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.						
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.						
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.						
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.						
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.						

As appropriate, provide further comments and/or specific evidence supporting your ratings:

Fall:

Winter:

Spring:

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Check the box that best describes the level of performance on each element of the standard:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Concerns	N/A
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.						
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.						
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism..						
2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.						
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.						
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines,						

procedures, and norms to students and families.						
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As appropriate, provide further comments and/or specific evidence supporting your ratings:

Fall:

Winter:

Spring:

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Check the box that best describes the level of performance on each element of the standard:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Concerns	N/A
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.						
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.						
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline						
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge						

3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.						
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.						
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.						
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.						

As appropriate, provide further comments and/or specific evidence supporting your ratings:

Fall:

Winter:

Spring:

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Check the box that best describes the level of performance on each element of the standard:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	<i>Concerns</i>	<i>N/A</i>
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4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.						
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.						
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.						
4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable. 						
4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)						
4.6 Access resources for planning and instruction, including the expertise of						

community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.						
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning						
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.						

As appropriate, provide further comments and/or specific evidence supporting your ratings:

Autumn:

Winter:

Spring:

TPE 5: Assessing Student Learning

Check the box that best describes the level of performance on each element of the standard:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Concerns	N/A
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.						
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.						

5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.						
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.						
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.						
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.						
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.						
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.						

As appropriate, provide further comments and/or specific evidence supporting your ratings:

Fall:

Winter:

Spring:

TPE 6: Developing as a Professional Educator

This standard requires a slightly different scale. The elements of this standard describe the responsibilities and expectations of becoming a member of a professional community. The scale is designed to acknowledge the potential for growth in regards to professional identity and responsibility over the course of the candidate’s pre-service experience. **The goal is for the teacher candidate’s performance to “meet professional expectations and demonstrate readiness to competently and successfully assume the responsibilities of the teaching profession” by the end of the academic year.**

Check the box that best describes the level of performance on each element of the standard:	FALL AND WINTER QUARTERS		SPRING QUARTER ONLY
	<i>Performance needs attention and support.</i>	<i>Performance is developing appropriately</i>	<i>Performance meets professional expectations and demonstrates readiness to competently and successfully assume the responsibilities of the teaching profession.</i>
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.			YES / NO
6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.			YES / NO
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.			YES / NO
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.			YES / NO
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.			YES / NO
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral			YES / NO

fitness, including the responsible use of social media and other digital platforms and tools.			
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.			YES / NO

As appropriate, provide further comments and/or specific evidence supporting your ratings. Comments are required if performance needs attention and support (fall and winter) or as not fully meeting professional expectations (spring).

Fall:

Winter:

Spring:

TPE 7: Effective Literacy Instructions for ALL Students

Check the box that best describes the level of performance on each element of the standard:	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Concerns	N/A
7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards and the themes of the <i>California English Language Arts/English Language Development Framework</i> (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.						
7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the <i>California Dyslexia Guidelines</i> ,						

<p>including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).</p>						
<p>7.3 Incorporate asset-based pedagogies inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students’ cultures, languages, dialects, and home communities. Promote students’ literacy development in languages other than English in multilingual (dual language and bilingual education) programs.</p>						
<p>7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students’ age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students’ assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.</p>						
<p>7.5 Foundational Skills. Multiple Subject Candidates: Develop students’ skills in the following:</p> <ul style="list-style-type: none"> a. print concepts, including letters of the alphabet b. phonological awareness, including phonemic awareness c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences d. decoding and encoding, including morphological awareness e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) f. instruction that is structured and organized as well as direct, systematic, and explicit g. connected, decodable text <p>Multiple Subject and Single Subject English Candidates:</p>						

<p>Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.</p> <p>Multiple Subject and Single Subject Candidates:</p> <p>Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p>						
<p>7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p>						
<p>7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p>						
<p>7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach</p>						

<p>students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p>						
<p>7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.</p>						
<p>7.10 Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for</p>						

<p>disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.</p>						
<p>7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students’ literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students’ cultural and linguistic assets and develops students’ abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.</p>						

As appropriate, provide further comments and/or specific evidence supporting your ratings. Comments are required if performance needs attention and support (fall and winter) or as not fully meeting professional expectations (spring).

Fall:

Winter:

Spring:

Summary Pages

1. PROFESSIONAL GOALS (complete at the end of EVERY quarter)

***This section should be completed as part of the three-way conversation among the Candidate, Supervisor and Cooperating Teacher.*

Fall: After reflecting on the work of the past quarter, we agree that the new teacher should focus on standard number(s)

_____ in the following ways:

Winter: After reflecting on the work of the past quarter, we agree that the new teacher should focus on standard number(s) _____ in the following ways:

Spring: After reflecting on the work of the past quarter, we agree that the new teacher should focus on standard number(s) _____ in the following ways:

2. MID-PROGRAM REVIEW (complete at the end of FALL and WINTER quarters)

OVERALL ASSESSMENT of the candidate’s current performance:

- Appropriate performance for this time of year
- Adequate performance, with some minor concerns (elaborate below)
- Performance is of serious concern and requires immediate attention (elaborate below)

Supervisor/CT Comments:	Teacher candidate comments:

3. SPRING QUARTER SUMMARY REVIEW (complete at the end of SPRING quarter only)

Please indicate your assessment of the candidate’s readiness to assume the professional responsibilities as a teacher of record in their own classroom:

- The candidate’s performance indicates a readiness for entry into the profession.
- The candidate’s performance indicates a readiness for entry into the profession, with some minor concerns.
- The candidate’s current performance is of serious concern and requires further development.

Supervisor/CT Comments:

Teacher candidate comments:

Induction Plan

Complete at the end of SPRING quarter only, looking ahead to the FALL when the graduate becomes the teacher of record. This plan is a portable document archived by STEP and provided to the candidate for transmission to the clear/induction program.

**This section should be completed as part of the final three-way conversation with the graduate/candidate, supervisor and cooperating teacher. The supervisor will upload the induction plan when it is completed, and the graduate/candidate, cooperating teacher and supervisor will electronically sign it.*

Candidate has demonstrated strength in the following standards

Plans for Professional Growth

After reflecting on the work of the past year, we agree that the new teacher should focus on standard number(s) _____ in the following ways:

Recommendations for Professional Support

Candidate will find the following supports to be useful in fostering their growth and ongoing professional development:

We approve this plan and electronically sign this form with our typed names below.

Teacher candidate signature:

Date:

Cooperating teacher signature:

Date:

Supervisor signature:

Date:

This document will be stored in Watermark: Student Learning & Licensure for the candidate to download for transmission to the induction program and employer.

STEP Observation & Mentorship Resources

The documents provided in this section are designed to support the formal and informal mentorship provided by the university supervisor and the cooperating teacher for the teacher candidate. University supervisors are required to complete nine formal and three informal observations of the candidate per year, using the documents provided here. **The supervisor and candidate submit the following documents to STEP as record of this formal observation:**

- Lesson Plan
- Planning Conference Notes
- Observation Notes
- Record of Debrief Conference
- Candidate reflection with supervisor notes
- Revised Reflection (if required)

Cooperating teachers are encouraged to familiarize themselves with these documents and participate in the planning conference or debrief conference whenever possible.

The other resources in this section support the teacher candidate's ever-deepening and broadening reflective analysis throughout the year. Cooperating teachers and supervisors can take advantage of these resources as they engage in conversations with the teacher candidate about his/her development in different stages of the teaching cycle.

Additional resources in this section:

Observation Planning Conference Overview

Overview of Classroom Observation Tools

- Basic Observation Notes
- Seating Chart Observation Note

STEP Overview of Classroom Observation Tools

A supervisor or cooperating teacher provides a set of experienced eyes with which to see what unfolds in a classroom. The collection of specific observation data can provide detailed information to explore in the debrief conference, and the experienced teacher can often highlight aspects of the lesson that might otherwise go unnoticed by the candidate.

There are a variety of ways to structure classroom observation notes. Each of the following tools is most useful when the candidate and the observer have together identified a clear focus for the observation. If the candidate has already considered what he or she wants to explore in an analysis of the lesson, then the observer is better able to capture evidence that provides the basis for a rich discussion. However, additional topics for exploration during the debrief may also emerge from the observation. The observer attempts to strike a balance between honoring the predetermined focus and attending to other things that emerge during the lesson.

Basic Observation Notes:

This tool is helpful in capturing a broad spectrum of classroom events. It is designed to distinguish between evidence of what transpires in the classroom and the observer's ideas, interpretations, and/or opinions. While the line between the two can sometimes be unclear, the rule of thumb is that evidence is that which is observable: student behavior, descriptions of class activities, language used by the teacher and students. Interpretations are the observer's thoughts or inferences about what happened. For example, "Tony knocked over a chair and walked out of the room" is evidence, while saying that "Tony seems angry and frustrated" would be the observer's interpretation.

The observer might also pose questions within the observation notes or identify areas for potential discussion during the debrief conference. These questions and comments should, however, be distinguished in some way from the descriptive observational notes. The basic observation notes tool is adaptable to any focus of an observation.

Selective Scripting:

This tool allows the observer to record selective conversations and/or observations during the course of the lesson and is especially useful for collecting data on specific teacher behaviors and how these behaviors seem to influence what happens in the classroom. It is useful in capturing dialogue among the teacher and students, descriptions of student behavior, and aspects of the classroom dynamics.

To do selective scripting, record what the teacher says in the first column and what students say in the second. It is difficult to capture entire conversations in the moment, so focus on getting enough of the sentence to record the gist so that you can use the information in your debrief. It is helpful to have a narrow focus for a selective scripting observation so that you can more easily identify moments during the observation when you should be recording teacher and student talk.

Selective scripting might be useful for collecting information about:

- what the teacher emphasizes (positively and negatively).
- how the teacher expresses expectations of students and communicates learning goals.
- how the teacher facilitates students' connections between prior knowledge and new learning.
- how the teacher gives directions and how students respond.
- how the teacher frames the purposes and directions for each segment of the lesson.

- what types of questions asked by the teacher and the students, as well as the types of responses that these questions elicit.
- how a teacher checks for understanding.
- how a lesson is differentiated, adapted, or modified.
- how the teacher uses student responses to guide instruction,
- who speaks in the class and in what context (whole class, small group, etc.).

Seating Chart:

Draw the seating arrangement of the class and label it with student names, gender, language and/or special needs. This kind of observation tool can support the teacher in noticing patterns of the interactions and comments of both teacher and students, as well as their movements and behaviors.

Seating charts are useful for tracking:

- which students are doing what at regular time intervals.
- which students and groups of students are participating and at what points in the lesson this participation occurs.
- which students are talking and when.
- where the teacher directs questions.
- how the physical environment facilitates student interactions and access to materials.
- how the teacher moves around the room and interacts with individual students and/or groups of students.
- how the teacher's interactions vary from student to student in terms of quality, duration, and focus.
- which students move around the room and when.
- the extent to which individual students are engaged in the content and processes of the lesson.

STEP Basic Observation Notes

Date: _____

Page _____ of _____

Teacher Candidate: _____ Supervisor: _____

Grade Level/Subject Area: _____ School: _____

Observation Focus: _____ Visit #: _____

California Standards for the Teaching Profession

- | | | |
|---|--|--|
| 1. Engaging and Supporting All Students in Learning | 3. Understanding and Organizing Subject Matter | 5. Assessing Student Learning |
| 2. Creating and Maintaining Effective Environments | 4. Planning Instruction and Designing Learning Experiences | 6. Developing as a Professional Educator |

Time	Observations	Comments/Anecdotal Notes

Adapted from the New Teacher Center Formative Assessment System

STEP Seating Chart Observation Notes

Date: _____

Page ___ of ___

Teacher Candidate: _____ Supervisor: _____

Grade Level/Subject Area: _____ School: _____

Observation Focus: _____ Visit #: _____

California Standards for the Teaching Profession

- | | | |
|---|--|--|
| 1. Engaging and Supporting All Students in Learning | 3. Understanding and Organizing Subject Matter | 5. Assessing Student Learning |
| 2. Creating and Maintaining Effective Environments | 4. Planning Instruction and Designing Learning Experiences | 6. Developing as a Professional Educator |

Time	Observations	Comments/Anecdotal Notes

Adapted from the New Teacher Center Formative Assessment System

STEP Planning Conference Overview

Each observation cycle begins with a planning conference. Since planning is an essential component of instruction that supports student learning, the supervisor plays a critical role in helping the candidate become more skillful in this area. Building on the candidate's initial ideas about the goals and activities of the lesson, the supervisor helps the candidate clarify and refine how to engage students with the content in ways that connect to students' strengths, interests, and needs. Over time the nature of these planning conversations will change as the candidate takes on more responsibility in the classroom and begins to grapple with more complex issues of teaching and learning. The planning conference also assists the supervisor, candidate and/or cooperating teacher in identifying a focus (or foci) for the observation. Evidence of student learning and other specific aspects of the lesson are discussed in the **debrief conference**.

Listed below are a variety of questions that might frame a planning conference. This document is intended to be a resource to guide the kinds of questions a supervisor might ask, but each supervisor must select the questions most pertinent to the particular context and the individual teacher candidate's needs and interests.

What are the goals, the overall plan and the context of the lesson?

- Tell me about this lesson and its context. What are your goals for student learning? What are the concepts you are focusing on?
- What is your plan for this lesson so far?
- What has led up to this lesson? How is it building on previous lessons? How does it meet student needs?
- Where does it fit in the curriculum standards?
- What tools/materials are needed?
- Where would you like some assistance with this lesson?

Where does this lesson fall in this unit and why? What is the relationship between this lesson and the broader curriculum?

- How are these concepts and/or skills addressed at other points in the unit?
- In thinking about the broader goals of the lesson sequence or unit, what goal(s) will be the primary focus of this lesson? How does this lesson move students toward that goal?

What prior knowledge do students bring to this lesson? What might they find challenging about it?

- What relevant concepts have already been explored with this class? With what results?
- What strategies does this lesson build on? How?
- How might you connect this concept to students' experiences and interests?
- What do you predict students may find difficult or confusing? What misconceptions do you anticipate? How does your plan address these potential areas of confusion?
- What ideas might students begin to express and what language might they use?

How does the lesson help students reach the goals?

- What ideas might students begin to express and what language might they use?
- What opening question/activity do you have in mind?

- How might you close the lesson?
- How might you describe the directions and purposes for each task or activity within the lesson?
- What models, manipulatives, or visuals might you use? What is your plan for managing these materials?
- What thinking and activities will move students toward the stated goals?
- In what ways will students make their thinking and understanding public?
- What grouping structure(s) will you use and why?
- How might you ensure that students are talking with and listening to one another about the academic content in mutually respectful ways?
- How might you highlight and clarify the big ideas of the lesson?
- How do you plan to assist students whom you predict will have difficulties?
- What extensions or challenges might you provide for students who are ready for them?
- How much time do you predict will be needed for each part of the lesson? What might make the transitions within the lesson clear and efficient?

How will you know if students have met the lesson's goals?

- How will you know if students are successful in meeting the learning goals for this lesson?
- What sources of evidence will provide information about student learning?
- What might the students say or do that will demonstrate their learning?
- How will students become aware of the goals and criteria for their learning?
- How will students know if they are successful?
- To what extent are there opportunities for student self-assessment in this lesson or lesson sequence?

How will the observation of this lesson best support your growth as a teacher?

- What are you curious to explore about teaching and learning in this observation?
- What have you been working on in your teaching? How might this observation support your growth in this area?
- What students most intrigue or concern? How might this observation help you think about those students in particular?
- What do you want to know about how students experience this lesson?

STEP Debrief of a Classroom Observation

Date: _____ Visit #: _____

Teacher Candidate: _____ Supervisor: _____

Grade level/Subject area: _____ School: _____

Observation focus: _____

Strengths and highlights of the class:

Outcomes of and evidence for the identified focus:

(i.e. student learning, classroom management, assessment)

Outcomes:

Evidence:

Next steps (instructional and/or candidate professional growth):

- What do the students need next?
- What would you do differently if you were to teach the lesson again?
- What goals for professional growth did the lesson prompt?
- How will you move forward with working on these goals?

Questions/clarifications/dilemmas:

STEP Release Form

In STEP, we are continually working to improve and promote our practice as teacher educators. Just as we ask you to reflect upon and assess your practice, we are regularly examining what we can do to improve our teaching and your learning. Additionally, sharing our collective understandings about teaching and learning via our website, other online platforms, and at conferences is important to promote productive educational practices with others. To that end, we ask below for permission to collect samples of your work, along with photos and videos, to help support our ongoing learning, improvement, and sharing of quality teaching and teacher education.

I, _____, give permission for samples of my work in STEP, as well as photographic and/or videotaped images made of me while participating in clinical placement, university courses, meetings, or events, in any manner it deems proper, including, but not limited to research and educational purposes, promotional activities, in print and electronic publications, on its website, in social media, or in multimedia.

I relinquish all rights, title, and interest I may have in the information collected, finished pictures, negatives, slides, digital images and/or copies of any of these for this purpose. I waive the right of prior approval and hereby release STEP from any and all claims for damages of any kind based on this use of said material. I am of legal age and freely sign this release, which I have read and understand.

Signed: _____

Name: _____

Date: _____



Dear Parent(s)/Guardian(s)/Caretaker(s),

As part of my work for Stanford University I am required to videotape my teaching of your child’s class. The videotapes will be kept by me and by Stanford University. The videos may also be shared with other teacher educators and other teacher candidates to help them improve their teaching. The focus of the video is the teacher and his/her teaching, not the students in the class. However, at times, students may appear on the video and we would like your permission for your child to take part in the filming as one of the students in this class. Neither your child’s name nor the name of the school will be used in any reports or presentations of the video.

A form is attached for you to indicate if you are willing to have your child appear in the video. Your decision about whether or not to allow your child to participate will not affect their academic standing or grades. The University requires us to inform you that we foresee no risks to your child from participating in the video.

If you would like more information about the work, please feel free to contact Ruth Ann Costanzo, STEP Director of Clinical Work, at ruthannc@stanford.edu.

Thank you for your consideration of this request. Again, please contact us if you have any questions or concerns.

Sincerely,

Video Permission Form for the Stanford Teacher Education Program

Please sign and return this form to indicate your permission for your child to participate in the videotaping.

Student name: _____

School/Teacher: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the Stanford University student teacher in my child’s classroom and agree to the following: *(Please check the appropriate box below)*

I **DO** give permission for my child to appear on a video recording and understand my child’s name will not appear in any material written accompanying the recording.

I **DO NOT** give permission for my child to appear on the video recording, and understand that he/she will be seated outside of the recorded activities.

Signature: _____

Date: _____



Querido(s) Padre(s)/ Tutor(es),

Mi trabajo en la Universidad de Stanford requiere que yo sea filmado/a mientras enseño en la clase de su hijo/a. La Universidad de Stanford y yo nos quedaremos con los videos. También serán compartidos con otros/as estudiantes de la universidad que se preparan para la carrera de maestro, y con sus profesores. Es importante que usted sepa que el video se concentrará en mí y en mis métodos de enseñanza y no en los estudiantes. Sin embargo, puede ocurrir que algún estudiante de la clase aparezca en el video, y por esta razón pedimos su permiso para que su hijo/a tome parte en la filmación. El nombre de su hijo/a y el nombre de la escuela no serán revelados cuando estos videos sean usados en reportes ni en presentaciones.

En el formulario que sigue, usted puede indicar si quiere que su hijo/a aparezca en el video. Su decisión de que su hijo/a participe o no, no afectará de ninguna manera sus calificaciones en la clase. La universidad también requiere que les informemos que no anticipamos ningún riesgo para su hijo/a asociado con la participación en la filmación.

Si usted quiere más información sobre este proyecto por favor llame a Ruth Ann Costanzo, STEP Director of Clinical Work, ruthannc@stanford.edu.

Agradecemos su consideración de esta petición. De nuevo, si usted tiene cualquier pregunta o duda, comuníquese al teléfono mencionado.

Sinceramente,

Permiso de Filmación para el Programa de Preparación de Maestros en la Universidad de Stanford

Por favor firme y regrese este formulario para indicar su permiso para que su hijo/a participe en las video-grabaciones.

Nombre de hijo/a: _____

Escuela/Maestro/a: _____

Yo soy el padre/ tutor legal del niño/a nombrado/a arriba. He recibido y leído su carta sobre el/la estudiante maestro/a de la Universidad de Stanford que está en la clase de mi hijo/a y estoy de acuerdo a:

(Favor de marcar uno de los espacios en blanco)

DOY PERMISO para que mi hijo/a aparezca en filmación, y entiendo que el nombre de mi hijo/a no aparecerá en ningún material escrito que acompañe la filmación.

NO DOY PERMISO para que mi hijo/a aparezca en filmación, y entiendo que el/ella se sentará fuera de las actividades filmadas.

Firma de padre/tutor: _____

Fecha: _____

STEP Video Consent Verification

I, _____, verified the approved video consent forms from the district/charter for the students in the classes that I teach.

I also acknowledge that there were _____ students who are NOT to be videotaped in my class. I have attached a roster with everyone's response to verify their request to be videotaped or not is upheld.

By signing this form, I take responsibility for ensuring that the privacy of all students remains secure, and that any videotaping that occurs in the classroom will not include the aforementioned students.

Signed (Teacher Candidate)

Date

*After you have reviewed the district media release records for your class please fill out the video permission form roster. Record the students that can be in a video and the students that cannot. Once completed, please upload the form and the video permission roster form to Canvas.

STEP Request to Substitute Teach

Teacher Candidate (TC): _____

School: _____

Cooperating Teacher (CT): _____

Subject: _____

This completed form must be approved by the Director of Clinical Work prior to beginning any substitute work and is subject to all parties agreeing to the conditions listed below:

- Teacher candidate has demonstrated strong skills **in classroom management** and is familiar with site policies and practices.
- Teacher candidates may serve as substitute teachers for their Cooperating Teachers only.
- Teacher candidates may not become a part of the regular substitute teacher pool.
- Substitute teaching cannot interfere with regular participation in any Stanford course.
- The cooperating teacher and university supervisor agree that the candidate is prepared to substitute teach.

Teacher Candidate: _____

(signature)

Date: _____

Cooperating Teacher: _____

(signature)

Date: _____

University Supervisor: _____

(signature)

Date: _____

Approved by: _____

(Signature of the Director of Clinical Work)

Date: _____

STEP student request to accept a long-term substitute position

In rare cases, when a STEP student has successfully completed all STEP clinical work expectations, demonstrated readiness across all of California's Teaching Performance Expectations (TPEs), and is a student in excellent academic standing, STEP will review a request to accept a long-term substitute position. The checklist below is meant to help guide decision-making about whether such an opportunity fits within the expectations and responsibilities of a full-time STEP/Stanford student, near the end of their programmatic year (not before Spring Quarter).

1. Public School Classroom Preparation

- met all student teaching obligations
- successful completion of Independent Student Teaching (IST)
- edTPA progress report
- strong QA evaluations (no gaps, no concerns, no key areas for growth)

2. Affirmations of Classroom Preparation

- Supervisor
- Cooperating Teacher
- STEP Director of Clinical Work

3. Academic Standing

- strong academic progress
- no incomplete grades or tasks
- no other programmatic concerns
- Affirmation: STEP Associate Director (Elementary or Secondary)

4. Credential progress

- any outstanding requirements for credential recommendation?
- affirmation: STEP Student Services Officer

5. Scheduling

- substitute responsibilities allow for full participation in remaining coursework, supervisory sessions, and other STEP program obligations, which must remain the lead priority of the student
- ongoing mentoring, to continue at pace: classroom observations, Supervisory, etc.
- the part-time substitute position serves, in part, as the student teaching experience for STEP

6. University and GSE considerations

- subbing opportunity to be part-time and aligned with student teaching expectations
- academic services and Dean of Academic Affairs to review and approve request

Signature, STEP Director of Clinical Work: _____

Signature, STEP Associate Director: _____

STEP Advancement to Independent Student Teaching

STEP Secondary

Secondary teacher candidates begin independent student teaching during winter quarter and continue in that capacity until the end of the academic year. The following must be completed in order for the Teacher Candidate to move from Non-Independent Student Teaching to Independent Student Teaching:

Name of Teacher Candidate: _____

School: _____ Course Name: _____

The Teacher Candidate has fulfilled the following requirements to move from Non-Independent Student Teaching to assume Independent Daily Student Teaching (please check each one):

- 1) ___ has passed all subject matter requirements for independent student teaching, including subject matter competency and Constitution Requirement
- 2) ___ has completed CPR/First Aid training
- 3) ___ has the agreement of all of the following that the Teacher Candidate is ready for Independent Daily Student Teaching: *

Teacher Candidate: _____ Date: _____

Cooperating Teacher: _____ Date: _____

University Supervisor: _____ Date: _____

Associate Director: _____ Date: _____

Director of Clinical Work: _____ Date: _____

*If the situation changes, the Stanford Teacher Education Program reserves the right to have the Teacher Candidate return to Non-Independent Student Teaching.