

## **Section 1, Exhibit 1: STEP Program Summary**

### **Single Subject, Multiple Subject, Multiple Subject with Bilingual (Spanish) Authorization**

#### **Program Design**

The Stanford Teacher Education Program (STEP) is a 12-month graduate school program of the Stanford University Graduate School of Education (GSE). STEP offers candidates a Master of Arts in Education degree and either a California Multiple Subject (MS) or a Single Subject (SS) Preliminary Credential. Single Subject candidates pursue a credential in one of five content areas: English, History-Social Science, Mathematics, Science, or World Languages. MS candidates have an option to pursue a Spanish Bilingual Authorization. STEP follows a cohort model for all teacher candidates. The program combines a full year of student teaching with 45 units of graduate level coursework.

At Stanford University, the Dean of the GSE has final, formal authority for the ongoing oversight of STEP. The STEP Faculty Director (Prof. Ira Lit) is appointed by the GSE Dean to oversee STEP and reports to the GSE Dean, who in turn reports to the Stanford University Provost. Annually, the GSE Dean appoints a [STEP Faculty Steering Committee](#) to monitor progress on behalf of the GSE and the faculty as a whole. The STEP Faculty Director serves on the GSE Area Chairs in Education (ACE) committee and the Dean's Faculty Advisory Council to represent STEP's needs and interests, as STEP sits across the three GSE area committees. Furthermore, faculty who teach in STEP are represented in each of the GSE area committees and bring STEP's interests to the wider faculty in area committee meetings and in the meetings of the whole GSE faculty.

STEP is currently supported by three senior staff leaders, all of whom report to the STEP Faculty Director: The Director of Clinical Work coordinates field placements, establishes productive relationships with school and district partners, and manages the systems of supports and professional growth for program supervisors and cooperating teachers. The MS/MS+bilingual and SS programs are each led by an Assistant Director who provides direction, support, and facilitation for both daily operation of the program and longer term vision and direction, in coordination with the faculty director and faculty Steering Committee. Among other responsibilities, the Assistant Directors serve as academic advisors for teacher candidates, supervise program staff, coordinate and support program coursework, and support program clinical work, in coordination with the STEP Director of Clinical Work.

The STEP faculty director, STEP senior staff, the STEP Steering Committee, and GSE dean monitor, assess, and evaluate unit operations. Senior staff and faculty director meet weekly or bi-weekly to confer about a range of issues related to unit operations, including: program staffing levels and personnel, program budget, field supervision, school partnerships, course instruction, advising, and overall assessment system. The STEP Secondary and Elementary assistant directors convene separate meetings (2-3 times per quarter) for everyone who teaches in STEP, including GSE faculty, doctoral candidates, adjunct instructors from the field, core staff, and supervisors. These program level meetings facilitate a wide range of conversations and activities in support of program coherence, program planning, monitoring of program progress and development, student supports, new initiatives, and the like. In addition, several structures support the engagement of and communication with program supervisors and school and district personnel. For example, supervisors attend required monthly professional development meetings; cooperating teachers attend onboarding meetings, three-way meetings at the start and end of each quarter, and twice-yearly Dine and Discuss events at Stanford; and school personnel (cooperating teachers and principals) participate in regular "check ins" and occasional surveys to elicit feedback and ideas for program improvement.

STEP also consults with both subject matter providers and school personnel in designing its recruitment efforts and in developing advising plans and new curriculum initiatives. The ongoing evaluation of STEP's curriculum is also informed by feedback from partner schools, based on conversations with and surveys of supervisors, CTs, and school and district leaders, as STEP continues to refine the process of selecting field placements to provide candidates with meaningful clinical experiences. Additionally, STEP receives formal feedback from teacher candidates via program surveys, course evaluations, regular check-in surveys; from graduates via annual alumni surveys; and from the field via occasional employer surveys.

STEP has had a number of program modifications over the recent two years, due principally to pandemic health considerations. Of particular note, the program launched in the later part of the summers of 2020 and 2021, for program years 2021 and 2022, which shortened the length of the program year, and cut the summer school field experience for candidates. STEP revised the curriculum calendar and clinical experiences accordingly. In program year 2020, the spring quarter operated virtually for both coursework and field experiences, reflecting health considerations in the early part of the pandemic. In program year 2021, coursework was also organized in a virtual format. Most of the clinical work experiences continued online, though some candidates were able to spend part of their academic year physically at their school site, and some graduates participated in an in-person summer school program to enhance their learning and professional growth. Program year 2022 saw a return of in-person teaching and learning for both academic courses and field experiences, with occasional hybrid experiences during challenging pandemic periods. Curricular changes were modest in regards to content. In addition, during the pandemic, a number of STEP students needed to rely on flexibilities offered by the CTC around subject matter verification, RICA, and edTPA, due to the challenges of test availability and COVID health requirements. At the structural level, STEP introduced a new leadership model in the summer of 2021. Previously, STEP Elementary and STEP Secondary were each supported by a separate faculty director. That model was replaced by the one described above, with one faculty director supervising STEP, writ large, supported by two assistant directors (Elementary and Secondary), and the director of clinical work.

### **Course of Study (Curriculum and Field Experience)**

Course sequences for Single Subject and Multiple Subject candidates (MS and MS+bilingual) address key content areas and support the development of candidates' pedagogical content knowledge and skills. SS candidates are required to complete a three-quarter length series of content-specific curriculum and instruction (C&I) courses in which candidates study, practice, and demonstrate competence in the knowledge and skills necessary for effective instruction of all learners, including lesson / unit design, formative and summative assessment practices, and instructional strategies. Similarly, in their C&I courses, MS and MS+bilingual candidates design and implement learning segments of increasing duration, depth, and complexity. MS and MS+bilingual candidates experience three-quarter length course sequence in literacy and mathematics, and additional C&I courses in Science and History-Social Studies and the Creative Arts, with attention to Health and Physical Education embedded in the Seminar course sequence.

The following additional courses support and assess candidates' capacity to effectively meet the diverse needs of all learners: *EDUC246A: Secondary Teaching Seminar* and *EDUC246F: Elementary Teaching Seminar*, *EDUC285A: Boundary Crossing at Work: Designing for Learning with Differences in Mind* (SS) and *EDUC285C: Dis/ability and Access in the Elementary Classroom* (MS and MS+bilingual), *EDUC299: Beyond Equity* (SS, MS & MS+bilingual), and *EDUC289: The Centrality of Literacies in*

*Teaching and Learning* (SS). Additionally, *EDUC285A: Boundary Crossing at Work: Designing for Learning with Differences in Mind* (SS) and the three-quarter course *EDUC285C: Dis/ability and Access in the Elementary Classroom* (MS and MS+bilingual) focus on developmental variations among children and implications for teaching and learning. Single Subject candidates also complete *EDUC240: Adolescent Development and Learning*, which focuses on principles of adolescent development and learning in family, school, and community contexts. MS and MS+bilingual candidates complete *EDUC283: Child Development in and Beyond Schools*, which provides an introduction to schools as contexts for development. MS and MS+bilingual candidates are further prepared to understand, diagnose, and meet the language needs of a variety of students across the curricula in *EDUC388A: Language Policies and Practices*, *EDUC228E: Becoming Literate in School*, and in *EDUC264E: Métodos y Materiales en los Salones Bilingües* (for candidates in the Spanish bilingual authorization pathway). *EDUC264E: Métodos y Materiales en los Salones Bilingües* is taught in Spanish and English and lays the groundwork for teaching in a Spanish bilingual education classroom. (Candidates pursuing this option are still required to complete all requirements for the MS credential, including *EDCUC388A: Language Policies and Practices*.) Secondary candidates are first introduced to research-based content literacy instruction in *EDUC289: The Centrality of Literacies in Learning & Teaching*, and like MS and MS+bilingual candidates, SS candidates also complete *EDUC388A: Language Policies and Practices*, in which they learn and practice methods to facilitate and measure ELLs' growth in language and literacy acquisition.

An underlying philosophy of STEP is that the development of theoretically sound professional practice cannot occur either in university classrooms divorced from practice or in school classrooms divorced from rigorous scholarship. In STEP, theories and methods encountered in coursework resonate with practices encountered in the field and vice versa, a consistency supported by strong relationships with partner schools in which candidates complete their field placements. To ensure that all of the program's candidates gain a clear understanding of the realities of California public education, candidates are placed in diverse public schools for the entire school year, beginning with a summer school experience in which all candidates observe and participate in STEP's co-designed program with the Sunnyvale School District. During the regular academic year, candidates complete university coursework while concurrently participating in year-long field placements in local elementary and secondary schools, where they are mentored by a cohort of cooperating teachers and university Supervisors. SS candidates complete a year-long placement where they spend approximately 20 hours per week in diverse Bay Area public schools. MS and MS+bilingual candidates divide the academic year between two placements, one from August-December and the other from January-June, which provide professional learning experiences with students in different grade levels and school contexts. Candidates in the MS bilingual authorization pathway complete their fieldwork in bilingual classrooms alongside a bilingual credentialed cooperating teacher.

Clinical supervisors provide the most consistent and direct support on candidates' clinical placements and professional and personal growth. Supervisors include practicing elementary and secondary teachers, retired teachers, doctoral candidates, teaching scholars with advanced degrees in education, and educators published in their fields. All supervisors are experienced practitioners with a minimum of three years of public school teaching experience and a credential in the field they supervise. Supervisors support candidates through weekly supervisory groups and via formal and informal observations. Cooperating teachers are district-based supervisors who possess the expertise to be effective

mentors and who understand graduated responsibility. All cooperating teachers are credentialed in their fields, and many have earned advanced degrees and/or National Board certification.

### **Assessment of Candidates**

STEP candidates are informed of both California credential requirements and program requirements throughout the program year, beginning in the admissions cycle. Key program and credential requirements, including testing, course expectations, and CTC expectations are on the program's website and in email communications from the STEP credential analyst. Throughout the year, the credential analyst continues to track candidates' progress on program and state requirements, informs candidates in a timely manner of impending requirements and expectations, and supports the candidates in their efforts to meet said requirements. All program requirements and expectations are further addressed at the very start of the STEP program year. During Orientation, which occurs during the first week of the program, candidates are introduced to both the Teaching Performance Expectations (TPEs/BTPEs) and California Standards for the Teaching Profession (CSTPs), and are guided to review the relevant STEP Handbook, which describes all program requirements for candidates. During that week, candidates also participate in sessions led by the Director of Clinical Placement, the edTPA Coordinator, and the assistant directors on programmatic requirements such as the edTPA, quarterly assessments, and STEP coursework. Throughout the year, candidates are kept apprised of requirements through formal meetings, timely email updates, and personalized advising sessions with the assistant directors and other STEP staff, as relevant. Weekly supervisory groups and frequent informal check-ins with the assistant directors provide candidates additional opportunities to clarify programmatic expectations. Some requirements, such as the edTPA, are completed in conjunction with STEP coursework. Thus, candidates are also informed of requirements regularly by STEP faculty, course instructors, and key staff, such as the edTPA Coordinator.

STEP faculty use formative and summative assessments to gauge candidates' mastery of course objectives, which are aligned with the TPEs/BPTEs and CSTPs. Final course grades and key assignments reflect candidates' progress. Candidates' performance in their clinical work also contributes to their grades for *EDUC246A-D: Secondary Teaching Seminar* and *EDUC246E-H: Elementary Teaching Seminar*. Therefore, the CSTPs and TPEs/BPTEs are woven into candidates' instruction and assessment throughout STEP. In addition, the CSTPs and the TPEs/BPTEs guide the supervision of candidates in the field via a standards-based observation protocol supervisors and cooperating teachers use to assess candidates' progress over the four quarters of STEP. In their placements, candidates receive extensive feedback from their supervisors and cooperating teachers in at least twelve observation cycles across the summer and three additional academic quarters and through additional informal observations. These observations provide regular points for candidates to receive feedback on their professional dispositions and growth, and serve as the basis of the Quarterly Assessment tool. The Quarterly Assessments are a formal assessment tool, based on the TPEs/BPTEs and CSTPs, that guide professional evaluation and feedback for the candidates at the end of each quarter.

The capstone assessment for all candidates is edTPA, which assesses candidate performance in light of the TPEs/BPTEs and requires candidates to assemble documentation of and reflect on their teaching. SS candidates complete edTPA during the independent student teaching phase of their yearlong field placements, supported by assignments in their winter and spring *EDUC246C and D: Secondary Teaching Seminar*. MS and MS+bilingual candidates (all) collect information in support of

edTPA during Winter and/or Spring quarters. MS and MS+bilingual candidates are supported in completing the assessment by assignments in *EDUC246G and H: Elementary Teaching Seminar* course and additional workshops across the year. These workshops include advisement around passing scores, score reporting, and potential adjudication strategies in the event students do not achieve a passing score. STEP's TPA coordinator regularly communicates with teacher candidates around edTPA processes and expectations.

Candidates receive numerous data points and related evaluative feedback throughout the STEP year to understand their academic, instructional and professional strengths, as well as areas for improvement. For example, candidates complete a self-reflection assignment as part of their formal observations in which they reflect on their practice and set future goals in light of the standards (TPEs/BPTEs and CSTPs) and the evaluations and feedback of their cooperating teacher and supervisor.

### **Section 1, Exhibit 1: Additional Prompts**

- **How does the program inform candidates about the performance assessment tasks and passing score standard?**

STEP has chosen *edTPA for California* as its Commission-approved performance assessment, and has adopted edTPA's scoring and passing standards for California. edTPA requires candidates to assemble documentation of and reflect on their teaching practice. Single Subject candidates present evidence in the content area for which they are being credentialed; Multiple Subject candidates (MS and MS+bilingual) utilize edTPA's *Elementary Education: Literacy with Mathematics Task 4*.

edTPA is designed to assess candidate performance in light of the California Teaching Performance Expectations (TPEs/BPTEs). Candidates are introduced to edTPA, the California Standards for the Teaching Profession (CSTPs) and the Teaching Performance Expectations (TPEs/BPTEs) during their first weeks of the program. During STEP Orientation, which occurs during the first week of the program, candidates are guided to review the STEP Secondary or Elementary Handbook, which describes all program requirements for Multiple Subject (MS and MS+bilingual) and Single Subject candidates, including a detailed description of edTPA, TPEs/BPTEs, and the CSTPs.

Candidates for the Single Subject credential complete edTPA during the independent student teaching phase of their year-long field placement, supported by a series of workshops and assignments in their winter and spring seminar courses, *EDUC246C and EDUC246D: Secondary Teaching Seminar*. Candidates for the Multiple Subject credential (MS and MS+bilingual) are similarly supported by a series of workshops and other supports in the winter course, *EDUC246G: Elementary Teaching Seminar*.

During edTPA workshops (fall and winter for STEP Elementary; winter and spring for STEP Secondary) candidates are introduced to the requirements, scoring guidelines, passing score standards, and remediation processes. In addition, candidates are supported on productive approaches to successfully completing and meeting passing standards on the edTPA assessment.

Weekly supervisory groups, frequent informal check-ins with the Assistant Directors, and ongoing availability of the edTPA Coordinator all provide candidates additional opportunities to delve into and clarify programmatic expectations, including edTPA.

- **What opportunities does the program provide to candidates to prepare for the performance assessment tasks/activities?**

Candidates for the Single Subject credential complete the edTPA during the independent student teaching phase of their yearlong field placements. STEP Secondary candidates are supported on their edTPA submissions by a series of workshops and assignments in conjunction with their winter and spring Seminar courses: *EDUC246C* and *EDUC246D: Secondary Teaching Seminar*; STEP Elementary in fall and winter via their Seminar courses *EDUC246G* and *EDUC246H: Elementary Teaching Seminar*. Workshop content includes opportunities to review and clarify performance assessment expectations, review of scoring standards and adjudication practices, technical support for registration and portfolio transfer, as well as time for guided practice and support in developing portfolio materials. Each STEP student (Elementary and Secondary) has a named support provider with relevant content area expertise to offer additional support and guidance. The overall STEP curriculum and clinical experiences, particularly the *Curriculum and Instruction* courses, provide the foundational knowledge, skills, and dispositions necessary for candidates' successful completion of the edTPA performance assessment.

- **What remediation support and guidance is provided by the program to candidates who...**
  - **Need additional supports in preparing to complete performance assessment?**
  - **Fail the performance assessment and need to resubmit task components?**

Candidates are made aware of and offered numerous pathways for additional support in the preparation and completion of the edTPA. As part of the ongoing workshop series, candidates are provided opportunities to connect with trained STEP staff, including STEP's edTPA coordinator, STEP's clinical associates, and STEP's assistant directors, all of who offer direct support, guidance, and feedback, following guidelines promulgated by edTPA. Additionally, each STEP student (Elementary and Secondary) has a named support provider with relevant content area expertise to offer additional support and guidance. Candidates are also provided opportunities beyond the edTPA workshops to access additional support from the experienced STEP team.

Candidates who fail the performance assessment are provided with significant support and guidance for remediation. Initially, candidates meet with the edTPA coordinator and their program's Assistant Director to review and understand the technical feedback provided by edTPA/Pearson and to understand the options available for successful remediation – either revise and resubmit or to redo, depending on the circumstances of the failing score. Once candidates determine their best path forward, STEP typically assigns a staff member to serve as a coach in support of the remediation and submission efforts.

Guidance for candidates who fail and need to resubmit task components beyond the STEP program year are articulated in the STEP Handbooks ([SS/ MS \(all\)](#)).

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 included 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).