

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

Institution	Stanford University	Program	PRELIMINARY MULTIPLE/SINGLE SUBJECT
Date of Review	December 2022		

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

Posting the Addendum

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

Standards Found to be Preliminarily Aligned	Standard 4
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General Comment: When evidence is spread across multiple documents (e.g. website, candidate handbook and advising sheet), please use embedded hyperlinks within the narrative text to guide the reviewer. Consistent naming of evidences (e.g. “candidate handbook” “STEM handbook”) and text-based references to evidences would also assist.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
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<p>Standard 1: Program Design and Curriculum</p>	<p>a) Please provide evidence for the research and evidence base that is used for the program design that has been described.</p> <p>_____</p> <p>b) The scope and sequence of the curriculum including the context and schedule of student teaching is unclear.</p> <p>Information about the summer program (page 4 of the narrative) was included. Is this summer program a mandatory part of a candidate's credential program?</p> <p>_____</p> <p>c) It is unclear how the courses are used to provide formative or summative assessment information prior to or along with clinical practice. Key elements related to human learning theory for typical and atypical are not provided.</p>	<p>a) The Program Summary and Mission Statement, including the research base that supports it, are included in STEP's response to Common Standard 1.</p> <p>_____</p> <p>b) STEP is a 4-quarter length program, beginning in Summer. STEP is a cohort based program. All teacher candidates are required to enroll and participate in all of the program components beginning in summer.</p> <p>For the scope and sequence of courses, see the Handbook, "Elementary Program Requirements/Academic Planning" (includes MS and MS+BILA) and "Secondary Program Requirements/Academic Planning"</p> <p>As described in the Handbook under "CLINICAL WORK AGREEMENT" (MS and MS+BIL (p.51) / SS (p.52)), teacher candidates are required to participate in their student teaching placements, for the full academic year, and for the four weeks of the Summer Exploration program, all of which are required. Student teaching placement experiences entail roughly 16-20 hours per week at school sites for the full academic year and the four week Summer Explorations program.</p> <p>Please see the STEP Handbook (MS and MS+BIL (p.18) / SS (p.17)) for more details about the summer program as well as the required course and clinical experiences across the program year.</p> <p>_____</p> <p>c) STEP course and clinical experiences run concurrently throughout the year, including during the summer. Teacher candidates typically are in schools/student teaching in the mornings (~16-20 hrs/week) and taking classes in the afternoons. See the updated course matrix (MS/SS) with information regarding formative and summative assessments of candidates' knowledge, skills, and practice development. See, in particular the following courses in relation to "human learning theory for typical and atypical" development:</p>
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		<p>Key elements related to human learning theory for typical and atypical developing students:</p> <p>For MS and MS + BIL, see:</p> <ul style="list-style-type: none"> • EDUC285C: Dis/ability, Access and Inclusion in Elementary Classrooms • EDUC283: Child Development in and Beyond Schools <p>For SS, see:</p> <ul style="list-style-type: none"> • EDUC285A: Boundary Crossing at Work: Designing for Learning with Differences in Mind • EDUC240: Adolescent Development & Learning

<p>Standard 2: Preparing Candidates toward Mastery of the <i>Teaching Performance Expectations</i> (TPEs)</p>	<p>Coursework does not clearly demonstrate how candidates are able to learn, apply and reflect on each TPE. Please provide evidence of this.</p> <p>Syllabi and candidate coursework assessments inconsistently provide details addressing complexity and challenging pedagogical assignments.</p> <p>The link between the coursework and TPE-specific language is unclear. Please provide evidence that the coursework is linked to TPEs.</p>	<p>See the updated course matrix (MS/SS) with information regarding formative and summative assessments of candidates' knowledge, skills, and practice development in relation to the TPEs and BTPEs.</p> <p>STEP's "Teacher Candidate Quarterly Assessment Tool" (MS and MS+BIL / SS) is the primary method by which candidates receive formal feedback on their development across the TPEs and BTPEs.</p>
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	<p>Syllabi and candidate coursework assessments inconsistently reference the feedback candidates receive regarding their progression toward mastery of the TPEs. Please clarify when candidates received feedback regarding their progression toward mastery of the TPEs.</p>	

<p>Standard 3: Clinical Practice</p> <ul style="list-style-type: none"> A. Organization of Clinical Practice B. Criteria for School Placements C. Criteria for the Selection of Program Supervisors D. Criteria for the Selection of District-Employed Supervisors 	<ul style="list-style-type: none"> A. Please provide evidence that the program's clinical supervision is archived and provides data that can be aggregated and disaggregated. B. Please provide evidence of the criteria used to select school placements for candidates. C. Please provide evidence that the program selects individuals aligned with 3C. Verification of the program supervisors (vitae and/or resume) were unclear. Job descriptions did not list program standard criteria. D. Verification of the district employed supervisors was unclear. Please provide evidence about how the program selects district employed supervisors that match the criteria in Standard 3D. 	<ul style="list-style-type: none"> A. Observations and Quarterly Assessment (QA) evaluations of clinical practice, both of which are aligned to TPEs are uploaded to STEP's data management system (TK20). Reports on QA progress (by student, and also in the aggregate) are generated at the end of each quarter and reviewed by the Clinical Director and program Assistant Directors. B. The Director of Clinical Work employs a School Site Observation Protocol to evaluate potential school placements for candidates. The protocol allows for the assessment of sites along several criteria, including student learning tasks and the physical learning space. C. As indicated in their CVs, all STEP clinical supervisors are aligned with required program standards (3C): credentialed or have equivalent experience in educator preparation; expert in the content area of the candidate being supervised; recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population; STEP provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and edTPA; supervisors maintain current knowledge of effective supervision approaches. Please see the attached document for a list of STEP supervisors and their CVs. STEP's Clinical Work Agreement (MS/SS) specifies the qualifications needed by cooperating teachers and university supervisors and the STEP Supervisor Contract also specifies that supervisors must meet these requirements.
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	<p>E. Please provide evidence about how the program ensures that district-employed supervisors remain current and complete all orientation requirements.</p>	<p>D. When visiting a potential cooperating teacher (CT), STEP faculty and university supervisors use an observation protocol (SS/ MS+BiI) for a rich description of the teaching and learning environment in the classroom. Additional criteria for CTs are appropriate certification in their subject area (including EL authorization), a minimum of three years of public school teaching experience in their area of certification, and a commitment to mentor teacher candidates. STEP's Clinical Work Agreement (MS/SS) specifies the qualifications needed by cooperating teachers and university supervisors.</p> <p>E. The STEP Director of Clinical Work and the clinical associates provide onboarding training for all new Cooperating Teachers in August. Experienced Cooperating Teachers are also invited to attend to share their growing expertise with new cooperating teachers. If a new Cooperating Teacher is not able to attend the training the clinical associates and supervisors assigned to the cooperating teacher meet 1:1 with them to review the training and answer questions. The training materials are sent to all cooperating teachers (new and returning). In addition, the clinical associates and supervisors meet regularly (at least several times a quarter) with ALL cooperating teachers to provide ongoing mentoring and individualized support on a regular basis and as needed. STEP also sponsors two after school Dine & Discuss dinner meetings on topics of interest to all cooperating teachers.</p> <p>Attendance at trainings and meetings is reviewed during the weekly STEP Clinical Team meetings with the STEP directors and clinical staff. Clinical staff follow up with cooperating teachers who are unable to attend the trainings/workshops to review the agendas and any support materials provided. <i>Moving forward we will be videoing our onboarding training and will send it to any cooperating teacher who is not available to attend.</i></p>
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<p>Standard 5: Implementation of a Teaching Performance Assessment</p> <p>A. Administration of the Teaching Performance Assessment (TPA)</p> <p>B. Candidate Preparation and Support</p> <p>C. Assessor Qualifications, Training, and Scoring</p>	<p>A. Please provide evidence that there is one or more individual(s) responsible for implementing the TPA administration processes.</p> <p>A.2. How are records maintained?</p> <p>A.3. It is unclear how program faculty become knowledgeable about the TPA tasks, rubrics, and scoring. Please provide evidence about how faculty acquire knowledge of the TPA.</p> <p>It is unclear how TPA data is used for program improvement. Please provide evidence that the program documents the use of TPA data for program improvement purposes.</p> <p>B. The candidates being informed regarding the passing score standard is unclear.</p>	<p>A. Colin Haysman currently serves as the edTPA coordinator for STEP. Haysman has been responsible for coordinating STEP's performance assessment system for close to 20 years, for the days before PACT, to STEP's leadership in the development and PACT, and as an early adopter and leader of the edTPA.</p> <p>A.2. STEP's edTPA records are maintained in the Pearson data system, with access to qualified personnel. Additionally, STEP TPA coordinator maintains and shares records of TPA data with STEP's Credential Analyst. (See HERE).</p> <p>A.3. The TPA coordinator hosts training sessions for relevant faculty on the edTPA (tasks, rubrics, scoring, appropriate supports, etc.). The TPA coordinator also prepares and shares a report on edTPA results with program staff and faculty in support of program improvement. The edTPA results report is shared at STEP Team meetings and with the STEP Steering Committee. Based on theses reports, historically STEP has made programmatic changes, such as reorganizing content in the Language Policies and Practices class to better support candidates in advancing lesson plans to support academic language development, and making significant changes to the winter Elementary and Secondary Seminar courses to focus more intently on Assessments for Learning and Equity. Both of these changes were in response to perceived needs based on relative candidate weaknesses in edTPA performance over a handful of years.</p> <p>B. SS candidates complete edTPA during the independent student teaching phase of their yearlong field placements, supported by assignments in their winter and spring <i>EDUC246C and D: Secondary Teaching Seminar</i>. 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 <i>EDUC246G and H: Elementary Teaching Seminar</i> course and additional workshops across the year.</p>
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	<p>Please provide evidence that candidates receive clear and accurate information about the passing score standard for the assessment.</p> <p>B.1. How the program provides multiple formative opportunities for the candidate to prepare for the TPA is unclear. Please provide evidence that the program provides multiple opportunities for candidates to prepare for the TPA tasks/activities.</p> <p>B.2. It is unclear how the TPA tasks and scoring rubrics are explained to candidates. Please provide evidence that the program assures that candidates understand the TPA tasks and scoring rubrics.</p>	<p>The STEP team organizes specialized edTPA workshops (fall and winter for STEP Elementary; winter and spring for STEP Secondary). During these workshops 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.</p> <p>B.1. STEP provides a rich set of opportunities for candidates to prepare, be supported and complete their edTPA portfolio. (See list of STEP edTPA workshops (Secondary/Elementary).)</p> <p>B.2. See Slides and lesson plan notes from edTPA workshops on edTPA topics such as analyzing student work and rubrics, and offering effective feedback, and understanding the TPA tasks and handbook.</p>
Standard 6: Induction Development Plan	Please provide evidence that the IDP plans are archived.	The IDP plan is part of the spring Quarterly Assessment. The assessments, and the accompanying plans are uploaded to STEP's data management system (TK20).