

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Stanford University

Professional Services Division

January 2024

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Stanford University. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple and Single Subject	6	6	0	0
Bilingual Authorization: Spanish	6	6	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: **Stanford University**

Dates of Visit: **October 15-18, 2023**

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
May 2016 Site Visit Report	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with institutional and educator preparation program administration, faculty instructors, candidates, completers, and local school personnel, among other constituent groups. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All relevant Preconditions for Stanford University have been determined to be **Met**.

Program Standards

All program standards for the Preliminary Multiple and Single Subject programs offered by Stanford University have been determined to be **Met**.

All program standards for the Bilingual Authorization: Spanish program offered by Stanford University have been determined to be **Met**.

Common Standards

All Common Standards have been found to be **Met**.

Overall Recommendation

Based on the fact that the team found that all preconditions, Preliminary Multiple and Single Subject Credential Program Standards, Bilingual Authorization Program Standards, and all Common Standards were met, the team recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple and Single Subject
Bilingual Authorization: Spanish

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Stanford University be permitted to propose new educator preparation programs for approval by the Committee on Accreditation
- Stanford University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

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Staff to the Visit:

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Documents Reviewed

Common Standards Submission	STEP Clinical Practice Surveys
Program Review Submission	2022 Alumni Survey Report
Common Standards Addendum	STEP Accreditation Website
Program Review Addendum	STEP Overview Welcome PPT
Course Syllabi and Course of Study	STEP Exit Candidate Survey Results
Candidate Advisement Materials	STEP edTPA Results
Faculty Vitae	STEP Steering Committee Agendas/ PPT
Candidate Files	STEP Dine & Discuss Meeting Materials
Course Assessment Materials	Performance Expectation Materials
Candidate Handbooks	Performance Assessment Results and Analysis
STEP Unit Assessment Materials	Examination Results (shared in meetings)
Alumni Surveys	Accreditation Data Dashboard
Employer Surveys	

Interviews Conducted

Constituencies	TOTAL
Candidates	28
Completers	20
District Partners/ Employers	26
Institutional Leadership	3
Program Coordinators	4
Faculty Director	2
Director of Clinical Work	2
Accreditation Coordinator	1
Program Administrator	1
Faculty Instructors	9
edTPA Coordinator	1
Clinical Associates	7
University Supervisors	13
Lecturer Instructors	14
Cooperating Teachers	19
Credential Analysts	2
Doctoral Student Instructors	9
STEP Steering Committee Members	4
TOTAL	165

Note: In some cases, individuals were interviewed more than once due to multiple roles and/or multiple interviews. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Stanford University was founded in 1885 and opened in 1891. The education department was one of the departments that has been present since the start. Stanford is a world-renowned institution driven by a mission to create global citizens who bring change to the various areas of the world they impact. The university is in the San Francisco Bay Area with over 7,700 undergraduates, 9,500 graduates, 2,300 faculty members, and seven schools across 8,180 contiguous acres.

Education Unit

In 1917, the education department at Stanford became its own Graduate School of Education (GSE). The Stanford Teacher Education Program (STEP) opened in 1959. Currently, the GSE does not house departments but rather three core areas - Social Sciences, Humanities, and Interdisciplinary Policy Studies; Curriculum and Teacher Education; and Development and Psychological Sciences. There are currently 60 faculty, 400 students, and 22 doctoral programs with over 14,000 alumni of the GSE worldwide. When faculty are hired, they are hired for the GSE, not for the Stanford Teacher Education Program (STEP) itself. Throughout its history, Stanford's GSE has, and continues to, provide pivotal research in teacher education and impacting educational policy at large. This is evidenced by a number of foundational educators, education research, and educational policies that have originated at the GSE. STEP's mission is to prepare completers 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 school. The commitment to teacher preparation is best explained as a three-fold approach:

1. "Learning Laboratory" - an educator preparation program allows for space in which practices to move the field forward can be created and innovated.
2. "Demonstration Program" - the big ideas are put into practice, what works and what does not work are examined and tweaked, in addition to the responsibility to share to wider audience of other educators in ways that serve students, communities, and families best.
3. "Leadership Development" - the responsibility for leadership as exemplified by the future educators who complete the program, the graduate students who work across the country and across the world, the ways in which faculty help shape and contribute to the field writ-large.

The Faculty Director of STEP has primary oversight of STEP which includes the Preliminary Single Subject credential program (across five content areas), Preliminary Multiple Subject credential program, and Bilingual Authorization: Spanish (which is offered concurrently with the Preliminary Multiple Subject credential). There are currently 59 candidates enrolled. The STEP Class of 2024 is composed of 80% teachers of color, 46% are first-generation college graduates, 48% come from low-income backgrounds, and the average age is 24. STEP is an intensive, one-year full-time Masters in Education and teaching credential program which includes a four-week Summer Exploration program in which all candidates are placed at the same school site.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Preliminary Multiple Subject - traditional pathway	11	12
Preliminary Single Subject - traditional pathway	41	41
Bilingual Authorization: Spanish	6	6

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology. Also, the site visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be **Met**.

PROGRAM REPORTS

Single Subject, Multiple Subject, Multiple Subject + Bilingual (Spanish) Authorization

Program Design

The Stanford Teacher Education Program (STEP), housed within the Stanford University Graduate School of Education (GSE) includes three credential programs: Single Subject (SS), Multiple Subject (MS), and Multiple Subject with a concurrent Bilingual (Spanish) Authorization (BILA). SS 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 Bilingual Authorization in Spanish through an additional course requirement and appropriate clinical practice. STEP follows a cohort model for all teacher candidates which combines a full year (12 months) of clinical practice (field experience and student teaching) with 45 units of graduate level coursework culminating with a credential and a master's degree.

Structurally, in 2021, STEP introduced a new leadership model. Prior to this change, STEP had a separate Faculty Director for the STEP Elementary (MS) program and the STEP Secondary (SS) program. That model was replaced by one in which one Faculty Director supervises all of STEP, supported by two Assistant Directors (MS and SS), and the Director of Clinical Work.

The STEP Faculty Director is appointed by the GSE Dean to oversee STEP and reports to the GSE Dean, who in turn reports to the University Provost. The Dean of the GSE has formal authority as the unit head over STEP. Annually, the GSE Dean appoints a STEP 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. 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 with all GSE faculty.

The three full-time senior staff leaders – the Director of Clinical Work, the SS Assistant Director, and the MS Assistant Director report to the STEP Faculty Director. The role of the Director of Clinical Work is to coordinate field placements, establish productive relationships with school and district partners, and manage the systems of supports and professional growth for program supervisors and cooperating teachers. The Assistant Directors of SS and MS support and manage the overall success of the candidates and the respective program they direct.

As confirmed in interviews, the Assistant Directors are deeply engaged in the program, and they provide direction, support, and facilitation for both daily operation of the program and longer-

term vision and direction. They communicate and coordinate both within STEP, as well as with the GSE and university. In addition to these communicative responsibilities, the Assistant Directors serve as academic advisors for teacher candidates, supervise program staff, coordinate and support program coursework, and support program clinical work. The Assistant Directors each co-teach a one year-long seminar course that helps the teacher candidates “actualize theory into practice.”

The STEP Faculty Director, STEP senior staff leaders, the STEP Steering Committee, and GSE dean monitor, assess, and evaluate unit operations. Senior staff leaders and the Faculty Director meet regularly and frequently to confer about a range of issues related to unit operations, including: program staffing levels and personnel, budget, field supervision, school partnerships, course instruction, advising, and overall assessment system. As confirmed during interviews, the STEP Assistant Directors of SS and MS and the Director of Clinical Work convene periodic meetings for STEP constituencies, including GSE faculty, doctoral instructors, clinical associates, lecturers, core staff, supervisors, and cooperating teachers. These 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, etc.

As confirmed in interviews and document review, STEP has a “robust partnership that engages stakeholders,” with several structures that support this collaboration. Site supervisors attend required monthly professional development meetings; cooperating teachers attend onboarding meetings, three-way meetings (with the supervisor, cooperating teacher, and teacher candidate) 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, cooperating teachers, 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; completers via annual alumni surveys; and from the field via occasional employer surveys.

STEP has made a number of program modifications over the recent two years. For program years 2021 and 2022, pandemic considerations shortened the length of the program year and cut the summer school field experience for candidates. To address these modifications, STEP revised the curriculum calendar and clinical experiences accordingly. 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 completers 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 regard to content. In addition, during the pandemic, a number of STEP candidates 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. Pandemic-related modifications have since returned to pre-pandemic structures and requirements.

More current and ongoing changes consist of the modifications to course scheduling to better address the needs of their students, as well as the piloting of a co-observation model in which supervisors and cooperating teachers will co-observe their teacher candidates' lessons, following up those lessons with debrief/feedback conversations with all three members of the triad (the cooperating teacher, the teacher candidate, and the supervisor).

Course of Study (Curriculum and Field Experience)

The STEP, for both SS and MS candidates, is a 12-month, full-time program which integrates coursework and field experience throughout the entire arc of the program. This quarter-based system begins in summer with an initial field placement, seminar, some coursework, and “supervisory” (weekly small-group meetings with the supervisor and assigned teacher candidates). Concurrent coursework and clinical placements continue through fall, winter, and spring quarters.

Course sequences for SS and MS/BILA candidates address key content areas and support the development of candidates' pedagogical content knowledge and skills over time while at the same time connecting to their fieldwork. The programs consist of some courses that are the same regardless of credential (e.g.; *EDUC 299A/B: Beyond Equity*) with additional courses specific to the credential area. All candidates are also required to take *EDUC 388: Language Policies and Practices* which specifically focuses upon the needs of English learners, including integrated and designated ELD.

As confirmed by document review and interviews, in addition to the program-wide coursework, SS candidates complete a series of subject-specific pedagogy [“curriculum and instruction (C&I)”] courses [e.g. math (*EDUC 263A/B/C*), English (*EDUC 262A/B/C*), history/ social science (*EDUC 268A/B/C*), science (*EDUC 267A/B/C*), world languages (*EDUC 264A/B/C*)] in which candidates study, practice, and demonstrate competence in the knowledge and skills necessary for effective instruction of all learners specific to their content area, including lesson/unit design, formative and summative assessment practices, and instructional strategies. Additional courses specific to, and required for, candidates in the SS pathway include those that support and assess candidates' capacity to effectively meet the diverse needs of all learners, literacy instruction within the secondary context (*EDUC 289*), and adolescent development.

Like the SS candidates, MS/BILA candidates engage in developmental coursework that increases in depth and complexity over time. MS/BILA candidates experience specific content-area courses in literacy instruction (*EDUC 228E/F/G*), mathematics, science, and history-social studies and the arts. Health and physical education standards are embedded in the year-long

seminar. Additional courses specifically support and assess candidates' capacity to effectively meet the diverse needs of all learners, including a course that focuses on developmental variations among children and implications for teaching and learning and a course which investigates schools as contexts for development. MS+BILA candidates take the same courses as MS students, with one additional course (*EDUC264E: Métodos y Materiales en los Salones Bilingües*). This course is taught in both Spanish and English and lays the groundwork for teaching in a Spanish bilingual education classroom. MS+BILA candidates are required to take the CSET Spanish 3 to assess their Spanish language proficiency for the added bilingual authorization.

As confirmed by interviews, coursework is coordinated with fieldwork throughout the program. A month-to-month "integration plan" helps candidates, instructors, supervisors, and cooperating teachers visualize assignments and clinical placement expectations, and coordinate/ support accordingly. The Director of Clinical Placements is responsible for the overall coordination and monitoring of field placements, including the placements of candidates, the recruitment and support of cooperating teachers, and the professional development of supervisors. Candidates are placed in 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 summer-school program with the Sunnyvale School District. During the regular academic year (August through June), candidates spend approximately 20 hours per week in public schools throughout the San Francisco Bay Area where they are mentored by a cohort of cooperating teachers and university supervisors. SS candidates have one placement for the academic year, while MS/BILA candidates divide the academic year between two placements, one from August-December and the other from January-June. This placement change provides professional learning experiences with students in different grade levels and school contexts. As confirmed by interviews, candidates in the MS+BILA pathway complete their fieldwork in dual-immersion classrooms alongside a cooperating teacher who possesses the required credential or added authorization.

There are multiple systems of support for candidates who are struggling with coursework and/or clinical practice. Throughout the entire year, all candidates are enrolled in a seminar course by credential which is taught by the Assistant Director of MS and the Assistant Director of SS. This gives the Assistant Directors weekly opportunities for both informal and formal evaluation, assessment, advisement, and support of their candidates. Candidates complete a weekly check-in card during their seminar that further informs the Assistant Directors of candidate progress and concerns related to coursework and/or clinical practice. Multiple candidates and program completers reported periodic and required one-on-one meetings with their Assistant Director as an opportunity to receive additional support as well as provide feedback about the program.

Candidates report being well-supported holistically—such as opportunities to meet with a life coach, the wellness center, and Counseling and Psychological Services (CAPS) which facilitates their ability to be successful in coursework and fieldwork. They have positive and open

relationships with their course instructors, the Assistant Directors, the Director of Clinical Placements, and their peers—all of which provide opportunities for formal and informal support.

In addition to weekly seminars with the Assistant Directors, all candidates have a weekly “supervisory” meeting with their supervisor and three other candidates. During this small group supervisory, candidates are given dinner and have the opportunity to connect with their supervisor and other candidates both professionally as well as personally. While some of the sessions have dedicated agendas (e.g. edTPA), other sessions are, as described by candidates, “kind of like SEL for adults.”

The “Teacher Candidate Record” is a live document shared by the candidate’s supervisor and the Director of Clinical Placement. This provides opportunities for the supervisor and Director of Clinical Placement to communicate consistently with one another to highlight successes and address concerns related to the candidate’s clinical practice. There is a system of color-coding wherein the supervisor can highlight minor concerns in yellow and major concerns in red; the Director of Clinical Placement follows up on all concerns while immediately following up on the urgent (“red”) concerns. The Director of Clinical Placement is described as being “very accessible” via email/ phone/ text, and also offers weekly drop-in office hours for supervisors and candidates as a way to address concerns related to clinical practice.

When cooperating teachers (CTs) have concerns related to clinical practice that they cannot solve themselves, they reach out to either the university supervisor or the Director of Clinical Placements. The supervisor or the Director of Clinical Placement will “facilitate difficult conversations” between the CT, the candidate, and the supervisor in order to effectively problem-solve. In the event of serious issues, the Director of Clinical Placements will execute a placement change, of which there are “very few a year.”

Candidates and program faculty/staff report multiple opportunities for data collection on coursework and clinical practice, including informal data (e.g. weekly or frequent check-in surveys in seminar and other courses) and more formal data collection (e.g. end-of-program and end-of-course surveys, periodic triad meetings, Dine & Discuss events). This information is used for ongoing and continuous improvement of the program. For instance, *EDUC 388: Language Policies and Practices* was moved to earlier in the program in order to support candidates’ success in edTPA; candidates’ courses start later one day a week in order to support planning time with their cooperating teachers; and the *Beyond Equity* course was modified.

Assessment of Candidates

STEP candidates are assessed throughout the year for program competencies, both in coursework as well as in clinical practice. STEP faculty use formative and summative assessments to gauge candidates’ mastery of course objectives, which are aligned with the teaching performance expectations (TPEs)/ bilingual teaching performance expectations (BTPEs) and California Standards for the Teaching Profession (CSTPs). Confirmed during interviews, assessment of these assignments is rubric-based. Candidates are given feedback on

their assignments and are encouraged to revise and resubmit when necessary. Final course grades and key assignments reflect candidates' progress toward the TPEs.

Candidates' performance in their clinical work contributes to their grades for seminar (*EDUC246A-D: Secondary Teaching Seminar* and *EDUC246E-H: Elementary Teaching Seminar*). The CSTPs and the TPEs/BPEs inform and guide the supervision of candidates in the field via a standards-based observation protocol which supervisors and CTs use to assess candidates' progress. In their placements, candidates receive extensive feedback from their supervisors and CTs in at least twelve formal observation cycles over the course of the academic year, and through additional informal observations. These formal and informal 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 results of the previous quarter's final assessment inform the candidate's goals for the current quarter. Results from the final clinical practice assessment inform the goals for the candidate's Individual Development Plan.

The capstone assessment for all candidates is edTPA, which assesses candidate performance in relation to the TPEs/BPEs and requires candidates to assemble documentation of and reflect on their teaching. EdTPA is coordinated by the edTPA Coordinator who informs and supports the candidates throughout the process through edTPA workshops and one-on-one support. The edTPA workshops include advisement around passing scores, score reporting, and potential adjudication strategies in the event candidates do not achieve a passing score. STEP's edTPA coordinator regularly communicates with candidates around edTPA processes and expectations. EdTPA completion occurs during winter quarter, which gives the candidates enough time both in coursework and clinical practice to be successful in this assessment, while at the same time providing enough time for resubmission in the event that remediation is necessary. The edTPA coordinator, the Assistant Directors, and the candidates all report high levels of support and success in edTPA as noted by the 87% and higher pass rate in the Commission's Accreditation Data Dashboard (ADD). Support for candidates who may need additional help occurs on an as-needed basis.

Throughout the year, candidates are kept apprised of assessment requirements through formal meetings, timely email updates, and personalized advising sessions with the Assistant Directors, edTPA Coordinator, and other STEP staff as relevant.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and other constituent groups, the team determined that all program standards are met for the Preliminary Multiple and Single Subject credential programs and the Bilingual Authorization program offered by STEP.

INSTITUTION SUMMARY

Candidates, faculty, cooperating teachers, and district partners all praised the efforts of the STEP for their work on producing competent completers who are well-prepared to teach and lead in California’s public school system. The faculty, staff, administration, and district partners all share a passion for developing and retaining the best trained educators that are ready to serve and create inclusive schools and classrooms. Institutional support has been consistent and the commitment to maintain this support is evident based on interviews with institutional leadership and directors. This commitment has resulted in continuous funding to sustain the current initiatives, to create opportunities for new initiatives, to support a diverse faculty, and recruit and support diverse candidates financially.

Employers of program completers, many of whom are alumni (Steppies), reported that program completers are well prepared, great collaborators, and raise the level of the teaching community at their sites. They are eager to hire completers and retain the close working relationship they have with STEP. They cited many examples of how completers have a positive impact on their schools and student outcomes. Candidates and completers have gained a lot of practical experience with ongoing clinical practice to marry theory to practice. The team encountered an engaged unit of professionals dedicated to candidate success, and to developing educators 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. They want to bring the STEP tenets of Joy, Justice, Community, Love, and Equity to all.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

STEP’s mission statement aligns with the university’s mission and closely matches the vision of partnering school districts. STEP’s aim is 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. They are interested in preparing and supporting teacher leaders working with diverse learners to achieve high intellectual, academic, and social standards by creating equitable and successful schools and classrooms. The programs offered by STEP are designed to reflect the knowledge base of the principles and practices of powerful and effective teacher education. A review of documents and interviews from a variety of constituents illustrated that they are successful in meeting the foundations of their program design, vision, and mission.

As noted previously, the STEP offers preliminary credentials in MS, with the option of a bilingual authorization, and SS. These programs are led by Assistant Directors. There is ongoing

communication and collaboration between the STEP Faculty Director, the Assistant Directors, and the Director of Clinical Work to ensure that each program receives the proper resources and support needed to operate effectively. There are also staff members and faculty across the GSE that bridge the programs together.

A review of documents, including meeting agendas, and interviews with the institutional leadership, program directors, district partners, and candidates reveal that STEP collaborates regularly as a program, as a unit, and with outside constituents to ensure they are preparing educators to teach in diverse public school settings. They collect and analyze data for program improvement purposes. Interviews with employers made it very clear that there is collaboration and a place to share the successes of the STEP teachers. Recent changes to the candidates' calendar were made based on feedback and a need to monitor the mental health of the candidates more closely. District leaders are grateful for the partnerships and the opportunities to host candidates and eventually add these candidates to their faculty. STEP instructors regularly engage in research and provide professional development at school sites.

The STEP has made efforts to strengthen the diversity of their candidates and is devoted to developing future educators that mirror the demographics of the children in the classrooms they serve. Scholarships and support are available to assist candidates in completing their credentials. To support Diversity, Equity, and Inclusion in learning, faculty in STEP participate in research and activities related to equity and diversity. They have expanded this work to include special education, Universal Design for Learning (UDL), and teaching for equity. They have also expanded their service area to include schools with more diverse student populations. Faculty throughout the GSE and the Clinical Associates (full time instructors and supervisors) share their content expertise and co-teach STEP courses. They are well qualified and continue to stay up-to-date on standards and the context of teaching in the public school setting.

The credential recommendation process is monitored by the Assistant Directors and the credential analysts. The data and tracking sheets are regularly cross-checked and any discrepancies are communicated with candidates for resolution.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently

Common Standard 2: Candidate Recruitment and Support	Team Finding
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The STEP recruits candidates using multiple outreach methods to strategically target first-generation students and to recruit teachers of color. Applicants to STEP submit a broad portfolio of information, all of which receives careful review in the admissions process, by multiple reviewers. Admissions portfolios include academic transcripts, a statement of purpose, a resumé, three letters of recommendation, and an optional, additional statement relating to applicant’s contributions to diversity and community. Applicants come to the STEP from a variety of undergraduate majors and are reviewed using a guided holistic approach aligned with the vision and mission of the university.

Selected candidates are notified with a personal phone call, and invited to Admit Day to engage with program faculty and cohort peers as information about the program is shared. 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, and course expectations are shared in the STEP handbooks, on the program’s website, and in email communications from the STEP credential analyst. The STEP faculty and staff are identified as program personnel essential to guide each candidate’s attainment of program requirements. Interviews confirmed the roles of course-based support (faculty, doctoral student instructors, lecturer instructors); clinical experience support (clinical associates, university supervisors and cooperating teachers); and the Assistant Directors’ role as overseeing all aspects of the program. Assistant Directors sit on the Steering Committee to review program data, discuss candidate success and consider program improvements. Interviews verified the “teamwork model” of joining program faculty and senior staff leaders on the Steering Committee, as each “perspective is essential to the whole of the program.”

To provide the purposeful integration of scholarship and practice in a discipline-based, clinically intensive environment, the STEP program includes a Summer Exploration experience. During this time, candidates begin coursework, shadow mentor teachers, and engage in a “matching” process to determine the best fit for their work with a CT. Placements are full year, with

candidates placed for a portion of the day. SS candidates engage in one full-year placement while MS candidates engage in two placements over the year.

Evidence regarding progress towards meeting competency and performance expectations is monitored weekly, with meetings among the Assistant Directors, faculty instructors, clinical associates, lecturer instructors, doctoral student instructors, university supervisors and cooperating teachers. Interviews with these constituency groups supported the value of these weekly meetings in the early intervention of candidate needs. Advisement in support of candidates is layered to include the admissions process, the credentialing support, and the faculty and staff interactions. Support, in the form of additional resources to enhance exam success, personal issues, and academic challenges assist candidates in their journey to successfully meet competencies.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The STEP faculty and clinical associates work as a team to design, implement, and review a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills needed to support K-12 learners. The STEP candidates are focused on current research-based practices working aside doctoral students in active research studies with their district partners. Interviews confirmed that candidates, completers, and current CTs feel the impact of “the research-focused curriculum experience.” A CT shared “the exposure to candidates and current best practices has invigorated me. Their questions keep me on my toes.”

Interviews with STEP faculty, completers, and district partners confirmed the collaborative process used in the selection of CTs in identified Title 1 schools within partnering districts. CTs are matched to each candidate in compliance with content, experience, and credential qualifications, along with an English Language authorization, and a commitment to mentor candidates. Completers play an integral part in the support of current candidates; for example, the Clinical Associates interviewed were mostly graduates of the program. Effective and knowledgeable support of candidates is assured by the partnership of the CT, the university supervisor, the Director of Clinical Work, Assistant Directors, and Clinical Associates. A check-in schedule provides meetings covering four days every week for the sharing of candidate progress, review of coursework, and review of clinical practice outcomes. Site-based CTs are invited to Dine and Discuss sessions to share ideas and learn about program initiatives. As thought partners, CTs shared an overall perception of having a voice in the clinical practice experience. Some CTs identified specific professional development opportunities offered to their school site by STEP faculty. Throughout the year, STEP monitors the quality of clinical placements and, at the end of the year, candidates complete an evaluation of their placements. The Clinical Associates, along with the Faculty Director and the Assistant Directors evaluate university supervisors and CTs.

Both coursework and site-based experiences are designed to afford candidates opportunities to experience issues of diversity that affect school climate and to implement current research-based strategies for improved teaching and learning, aligned to the vision, mission, and strategic direction of the STEP. Cross-cutting initiatives identified by STEP faculty in a

presentation for the accreditation site visit team include *Learning Differences and the Future of Special Education; Identities, Diversity and Equity in Learning; and Ventures for Impact*, among others. Interviews verified that both candidates and CTs are familiar with the ongoing work surrounding these initiatives including affirming the existence and operationalization of the work.

Evidence of the implementation and evaluation of fieldwork and clinical practice was shared in program course matrices and performance data. The STEP draws on many assessments to evaluate candidates’ proficiencies related to diversity, including course assignments, reflections for formal observation cycles, weekly meetings, in-person and video observations, supervisory observations, and the edTPA. The STEP Steering Committee verified the review and analysis of these data.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The STEP assessment system includes multiple sources of data. A review of submitted documents, verified through interviews with administrators, faculty, and candidates, confirmed a data collection system that includes candidate feedback (e.g., logs, exit tickets, surveys), academic work (e.g., grades, course evaluations), clinical practice performance (e.g., observation forms, supervisor evaluations), and state requirements (e.g., RICA, edTPA). Interviews with the Assistant Directors, Faculty Instructors, and Clinical Associates revealed that candidate feedback and academic work is reviewed during weekly team meetings, as noted previously, and used to make immediate instructional adjustments. Multiple candidates and completers commented that the process provided a concrete illustration for implementing STEP’s core values noted later in this report.

The STEP Leadership team (Faculty Director, Assistant Directors, and Director of Clinical Practice) oversees summative data collection, analysis, and evaluation. A review of submitted documents, verified through interviews with administrators and faculty, confirmed a system rooted in the principles of inquiry and change. The formal process includes the participation of STEP faculty (responsible for routine program modification), the STEP Steering Committee (responsible for substantive next steps and strategies), and the Dean and Associate Deans of the GSE. The COVID pandemic led to shifts within unit assessments. Interviews with administrators and the STEP Leadership team noted that the unit is re-engaging in the rigorous, extensive, pre-COVID structure of systematic, unit-level evaluation of program and unit effectiveness.

The size of STEP creates an environment where fluid, individual conversations are balanced with formal unit-level meeting compilations. The structure allows programs to make modifications such as arranging course order, balancing assignment requirements, and providing remediation for identified skill deficiencies seamlessly and routinely. Similarly, the structure allows faculty and Clinical Associates to develop meaningful relationships with clinical practice site CTs and administration where critical listening provides insights that bring clarity to routine data sources. Finally, the unit's size allows quick pivots to address new state requirements or to meet candidate holistic needs (e.g., transferring summative assessments resources to candidate care during COVID). Interviews with STEP faculty, clinical instructors, candidates, as well as district partners confirmed that the structure allowed both the programs and the unit to be responsive to candidate, employer, and other constituency input.

The STEP's size, resources, and commitment to continue support after program completion has led to enhanced completer data. The Commission on Teacher Credentialing's Accreditation Data Dashboard highlights how STEP candidates and employers consistently evaluate the program's effectiveness at levels above the state mean. For example, 80% of employers (mean of 4.6) surveyed in 2021-2022 selected "very well" in response to the question "Compared to other beginning teachers with whom you have worked how well-prepared are program completers to do each of the following as a beginning teacher?: Establish and maintain a safe and respectful learning environment for all students" compared to the 29.3% state response (mean of 3.9). Also, 60.7% of the SS program completers who took the 2022-2023 program completer survey selected "very effective" in response to the question "Overall, how effective was your teacher preparation program at developing the skills or tools you needed to become a teacher?" (mean of 3.57) compared to 47% of completers for the whole state (mean of 3.31).

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

A review of submitted documents verified through interviews with administration, faculty, completers, and employers confirmed that STEP completers are prepared to serve as professional school personnel. The 2020 STEP Alumni Survey Report highlights that 76% of 2010-2020 graduates are still teaching with “89% teach[ing] in public schools, and 59% teach[ing] in Title I schools. Additionally, 67% of them have participated in curriculum development and 50% have served on a school-wide or district-wide committee or task force.” Interviews with employers corroborated the report findings as employers consistently noted that STEP graduates quickly integrated into and impacted their schools, such as through becoming “professional learning leads.” Credit for the completers’ effectiveness was linked to the program’s commitment to nurture candidates’ collaborative, reflective, inquiry-oriented, leadership and continuous professional growth dispositions.

Efforts to focus energies, clarify the unit’s mission, and respond to contemporary societal challenges led to the unit’s recent adoption of a defining set of core values (joy, justice, community, love, equity). These values, in part, reflect STEP’s past and present commitment to diversify the teaching profession. One example includes a new initiative to partner with the Urban Ed Academy and the Morehouse Center for Educational Excellence to increase the Black male teacher population. A second example is the continual endeavors to reduce candidate tuition burdens through concerted efforts to increase the impact of the STEP student loan forgiveness endowment program.

Interviews with administrators and faculty emphasized the unit’s commitment to impacting PK-12 public school education. A publication from the Stanford Community Engagement: Office of External Relations reported on a Stanford-Sunnyvale School District collaboration that focused on providing 13 newly minted STEP completers support as they transitioned out of COVID-based on-line learning. Interviews with doctoral student instructors, faculty instructors, and district partners also corroborated that the STEP routinely provides support for completers. One example appeared within Mountain View-Los Altos School District’s Ethnic Studies task

force where several STEP completers assumed leadership roles. These alumni routinely engaged in conversations with STEP faculty instructors as they worked to design the district's new curriculum.

A second example materialized within the unit's efforts to "marry scholarship with practice." Faculty instructors routinely engage candidates and district personnel in research that, not only provides new insights, but also often results in district professional development sessions.

Another example is STEP's continued support of teacher efforts to secure National Board Certification. Annual workshops coupled with ad hoc instructor support has resulted in 10% of the alumni who participated in the 2020 STEP Alumni Survey Report reporting obtainment of the credential (the national average is 3%). The positive impact of the STEP was overwhelmingly apparent in interviews as many completers have taken on roles in the GSE (Clinical Associates, university supervisors, CTs, etc.), and leadership positions in the districts they serve, to continue to carry the mission and vision of teacher preparation forward.