

The background features a large, light gray watermark of the Stanford University seal. The seal is circular and contains the text "LELAND STANFORD JUNIOR UNIVERSITY" around the top edge and "DIE LUFT DER FREIHEIT WEHT" around the bottom edge. In the center is a redwood tree on a hill, with the year "1891" at the bottom. Two stars are positioned on either side of the tree.

# STEP and iSTEP

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November 21, 2014

# The Stanford Teacher Education Program (STEP)

## Mission and Goals

PREPARE EXCEPTIONAL, BEGINNING TEACHERS AND EDUCATIONAL LEADERS,  
WITH A COMMITMENT TO...

- provide quality education through access to academically and intellectually challenging curriculum for all students
- develop equitable schools and classrooms
- support a democratic and just society.

# The Stanford Teacher Education Program (STEP)

12-MONTH, FULL-TIME PROGRAM LEADING TO A MASTER OF ARTS IN EDUCATION AND A PRELIMINARY PROFESSIONAL CALIFORNIA TEACHING CREDENTIAL

RELATIVELY SMALL COHORT (APPROXIMATELY 90-100 CANDIDATES)

ACCESS TO TOP FACULTY, QUALIFIED COOPERATING TEACHERS AND UNIVERSITY SUPERVISORS

COHERENT DESIGN OFFERS FOCUSED INSTRUCTION AT THE UNIVERSITY AND

UNUSUAL AMOUNT OF TEACHING EXPERIENCE IN THE FIELD (SUMMER IN ONE DISTRICT, YEAR-LONG PLACEMENTS IN LOCAL PUBLIC SCHOOLS – AVERAGE OF ABOUT 20HOURS/ WEEK, WEEKLY SEMINAR, ACADEMIC COURSEWORK IN THE PM)

SUSTAINED MENTORING AND PERSONALIZED ADVISING

SOLID ASSESSMENT SYSTEM CULMINATING IN A SUMMATIVE PERFORMANCE ASSESSMENT

# Principles of a Powerful TE Program

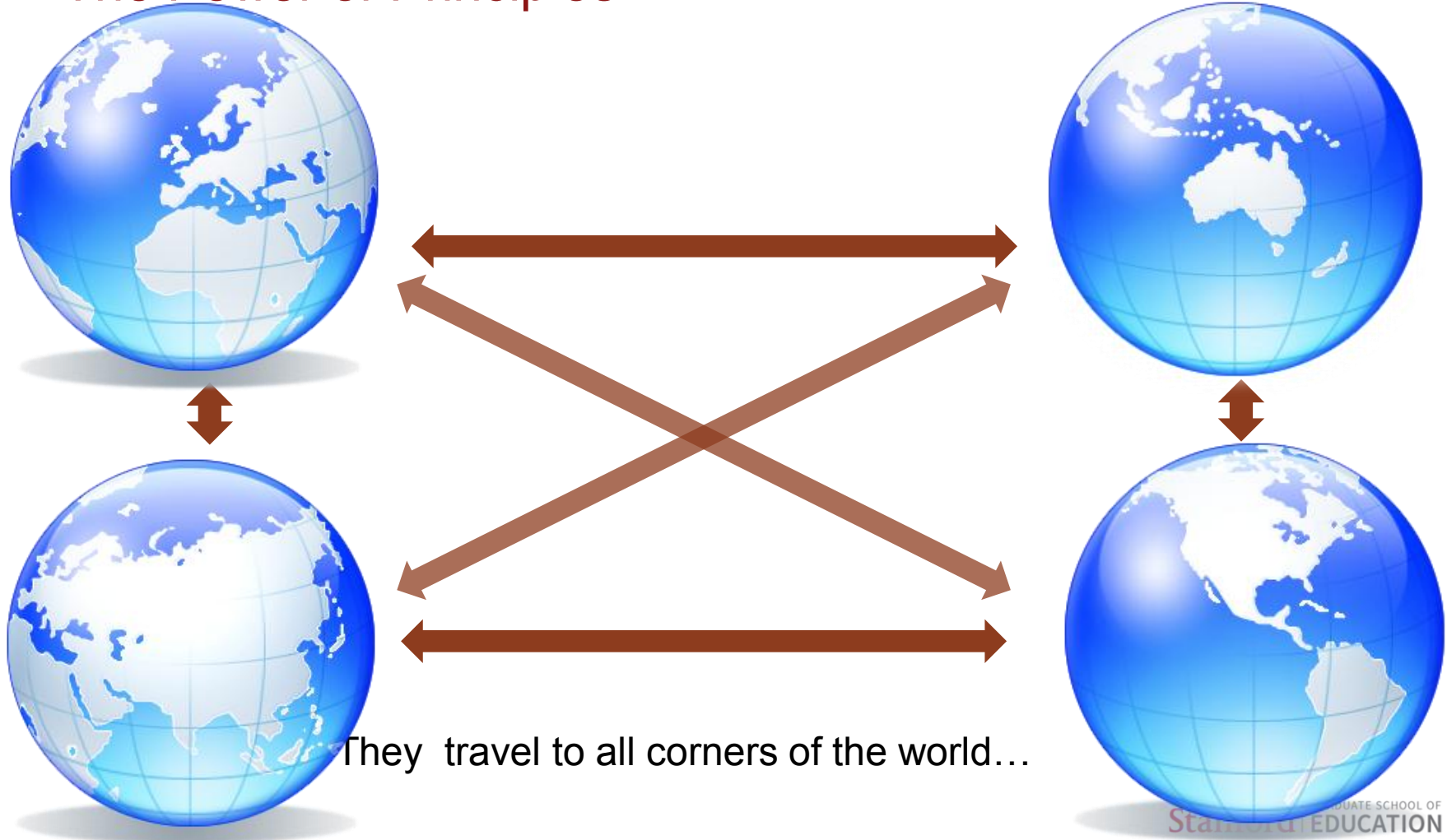
THE OUTCOMES OF TEACHER EDUCATION PROGRAMS ARE RELATED TO –

- the quality of connections between theory and practice in the program's curriculum
- the strength of the joint work of university and the schools
- the extent of the program's efforts to address issues of equity and excellence
- the degree of programmatic coherence.

# Inquiry into STEP (iSTEP) Institute

- ANNUAL, WEEK-LONG INSTITUTE AT STANFORD WITH INTERNATIONAL PARTICIPANTS
- OPPORTUNITY TO CLOSELY EXAMINE A ROBUST PROGRAM
- TIME TO FOCUS ON PRINCIPLES AND COLLECTING EVIDENCE
- OPPORTUNITY TO COMBINE PERSONAL EXPERIENCE WITH DISCUSSIONS WITH FACULTY, STEP STAFF AND STUDENTS, GROUP DISCUSSIONS, READINGS AND RESOURCES PROVIDED
- DEVISE ACTION PLANS IN THE COMPANY OF COLLEAGUES

# The Power of Principles



They travel to all corners of the world...

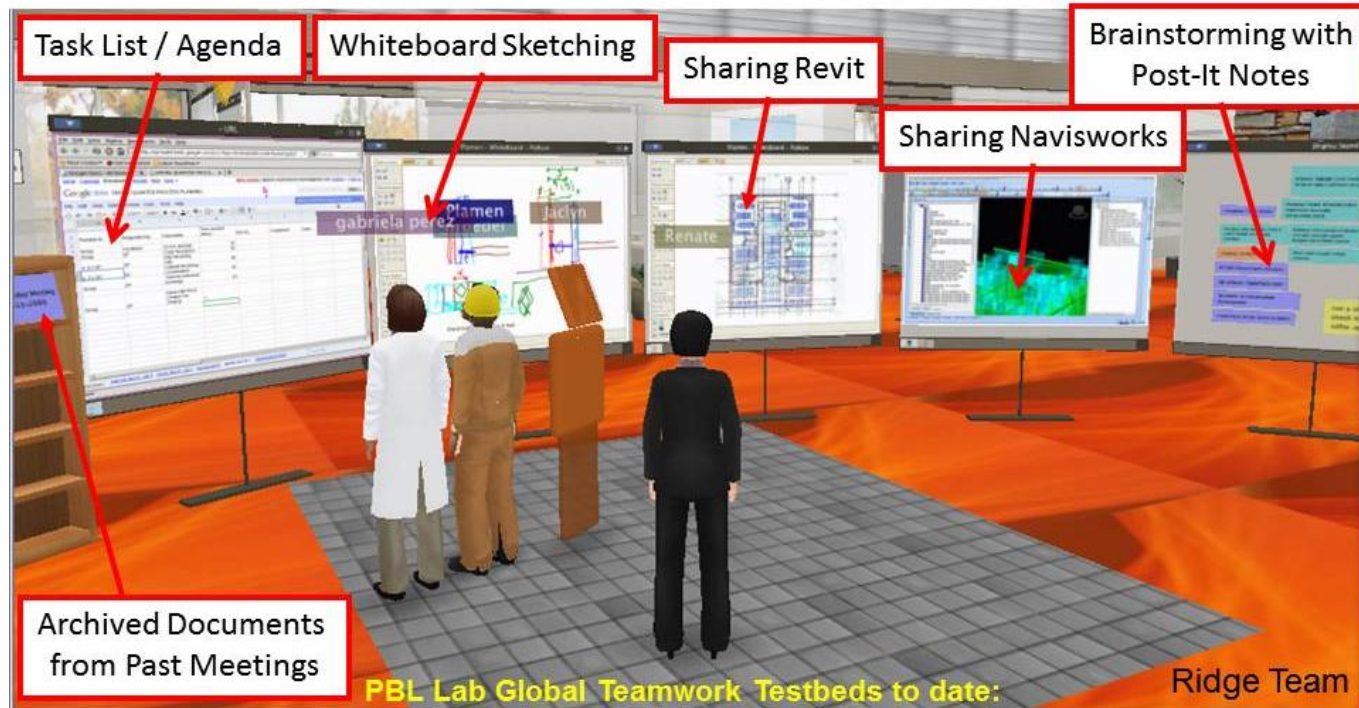
And ACTION!

# Virtual Collaborative Environment for Teacher Education: A Global Learning Network

- AN INTERDISCIPLINARY VENTURE BETWEEN THE GRADUATE SCHOOL OF EDUCATION AND THE SCHOOL OF ENGINEERING
- TO CONNECT EDUCATIONAL SCHOLARSHIP ABOUT TEACHING AND LEARNING WITH DESIGN PRINCIPLES OF COLLABORATIVE GLOBAL TEAMWORK FROM THE FIELD OF ENGINEERING



# The Platform



- 2010 – 42 participants, 6 AEC global teams, 16 geo locations
- 2011 – 50 participants, 6 AEC global teams, 16 geo locations
- 2012 – 54 participants, 7 AEC global teams, 18 geo locations
- 2013 – 52 participants, 5 AEC-MEP-LCFM global teams, 20 geo locations
- 2014 – 70 participants, 7 AEC-MEP-LCFM global teams, 32 geo locations

# Looking Ahead

- WE WILL CONNECT EDUCATIONAL SCHOLARSHIP ABOUT TEACHING AND LEARNING WITH DESIGN PRINCIPLES OF A VIRTUAL COLLABORATIVE GLOBAL ENVIRONMENT THROUGH A STATE-OF-THE ART PLATFORM.
- MEMBERS OF THE NETWORK WILL WORK TOGETHER TO DESIGN AND ENHANCE TEACHER EDUCATION PROGRAMS IN THEIR OWN CONTEXT.
- STEP WILL ACT AS THE CONVENER OF THIS NETWORK,
  - clarify the goals of the collaboration,
  - connect among individual participants as representatives of their home institutions,
  - monitor, support, and document the rich interactions.