

Agreement for Cooperation for Professional Preparation of Teacher Candidates for the 2026-2029 Academic Years

THIS AGREEMENT ("Agreement") is entered into by and between REDWOOD CITY SCHOOL DISTRICT ("District") and the Board of Trustees of Leland Stanford Junior University ("Stanford"), and is effective as of 8/1/2026 ("Effective Date").

The undersigned parties agree to the following:

SECTION 1. DEFINITIONS

Teacher Candidate: a matriculated student in the Stanford Teacher Education Program ("STEP") pursuing a California Preliminary Multiple Subject Teaching Credential and/or Single Subject Teaching Credential with English Learner Authorization (ELA) and an MA in Education.

Cooperating Teacher: a credentialed, experienced faculty member at a District high school, middle school, or elementary school ("School") who is legally responsible for the class(es) assigned to the Teacher Candidate.

University Supervisor: a veteran, credentialed teacher or doctoral candidate employed by Stanford to provide direct classroom support to Teacher Candidates and Cooperating Teachers.

STEP Administration: the Stanford faculty and staff responsible for the administration of STEP.

Site Administration: the administration at an individual school site within the School that enters into this agreement with STEP.

Graduated Responsibility: the gradual assumption of responsibility for classroom instruction by the Teacher Candidate under the direct and continuing supervision of the regularly assigned Cooperating Teacher and University Supervisor, as further defined in the Teacher Candidate Contract between the Teacher Candidate, the School and the Cooperating Teacher.

Independent Student Teaching: the portion of the student teaching placement where the Cooperating Teacher may leave the Teacher Candidate alone in the classroom while still consulting about planning on a regular basis. This may not begin until the completion of all state requirements has been verified by the STEP Administration and the Teacher Candidate is deemed ready by the Cooperating Teacher, University Supervisor and STEP Administration ("**Independent Student Teaching Status**").

SECTION 2. STEP ADMINISTRATION DUTIES

STEP Administration will:

- work collaboratively with the Human Resources Department in the assignment of Teacher Candidates.
- guarantee that Teacher Candidates have met California Commission for Teacher Credentialing (CCTC) subject matter competence and obtained a valid substitute teaching permit that is registered with School's Human Resources department prior to commencing Independent Student Teaching.
- undertake to have Teacher Candidates remain in their student teaching assignment/s until the end of the requisite public school year unless removed for good cause by the School or STEP.
- confer regularly with School and Site Administration and Cooperating Teachers through meetings, telephone calls, and/or e-mail.

- immediately notify appropriate School and Site Administration if STEP Administration has knowledge of or suspect any professional or ethical violations by a Teacher Candidate in the School.
- guarantee that Teacher Candidates and University Supervisors have appropriate TB and fingerprinting clearance, following District requirements.
- undertake to have Teacher Candidates establish and maintain adequate general liability and property damage insurance and inform them of their lack of coverage for Worker's Compensation Insurance.
- instruct Teacher Candidates in state laws regarding child abuse reporting, sexual harassment and professional conduct.

SECTION 3. UNIVERSITY SUPERVISOR DUTIES

STEP Administration will undertake to ensure that University Supervisors will:

- conduct systematic and regular observations of Teacher Candidates' performances in the School's classrooms.
- confer regularly with Cooperating Teachers and with the Site Administration through meetings, telephone calls, and/or email.

SECTION 4. TEACHER CANDIDATE DUTIES

STEP Administration will undertake to ensure that Teacher Candidates will:

- attend school placements for 20 hours a week based on the Cooperating Teacher's schedule unless given prior written approval by the STEP Director of Clinical Work.
- co-plan with Cooperating Teachers throughout the academic year.
- co-teach with Cooperating Teachers throughout the academic year based on individually developed induction plans which emphasize gradual assumption of responsibility.
- participate in department meetings and faculty meetings when possible.
- attend Back to School Nights and Open Houses.
- enter into a Teacher Candidate Contract substantially in the form attached hereto as Exhibit A.

SECTION 5. SCHOOL DUTIES

The School will:

- provide supervised teaching and other clinical/professional experiences for Teacher Candidates through student teaching in schools and classes within the School's high schools and middle schools, in each case under the supervision of a Cooperating Teacher.
- provide each Teacher Candidate with a certified, experienced teacher as a Cooperating Teacher and provide documentation of appropriate credentialing as needed.
- immediately notify the Director or STEP Director of Clinical Work if the Administration has knowledge of or suspects any professional or ethical violations by a Teacher Candidate.
- request that a Teacher Candidate act as a substitute teacher only for that Teacher Candidate's supervising Cooperating Teacher and will not make Teacher Candidates part of the general substitute pool.
- instruct Teacher Candidates in School policies regarding child abuse reporting, sexual harassment and professional conduct.

SECTION 6. TERM

This Agreement shall be effective for the 2026-2029 academic calendars in the District, through June 30, 2029.

SECTION 7. UNDERTAKINGS BY STANFORD

Stanford's and the STEP Administration's sole responsibility for any term of this Agreement that states that the STEP Administration will "undertake" to cause a Teacher Candidate or University Supervisor to comply with a term of this Agreement will be to follow the STEP Administration's standard internal procedures to cause that Teacher Candidate or University Supervisor to comply with that term of this Agreement.

SECTION 8. STATUS OF TEACHER CANDIDATES

The parties expressly understand and agree that all Teacher Candidates serving as Teacher Candidates in District schools pursuant to this Agreement are doing so for educational purposes only and are not considered employees or volunteers of either Stanford or District for any purpose, including, but not limited to, compensation for services, and welfare and pension benefits or workers' compensation. It is the responsibility of Stanford to provide written notice to its Student Teachers of the provisions of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

SECTION 9. INDEMNIFICATION

To the fullest extent permitted by law, District shall indemnify, defend, and hold harmless Stanford and its directors, officers, attorneys, officials, employees and agents ("Stanford Indemnitees") from and against any and all claims, demands, judgments, losses, costs, damages, injuries, expenses and liabilities of every kind, nature and description (collectively, "Claims") that arise out of or relate to, directly or indirectly, in whole or in part, this Agreement or any error, omission or act of District or any employee, consultant, agent, director or officer of District or any employee or person otherwise working or volunteering at the School, including without limitation the performance or non-performance of the terms of this Agreement (except to the extent such Claim is solely the result of the gross negligence or willful misconduct of a Stanford Indemnitee). This Section 9 shall survive the termination of this Agreement.

To the fullest extent permitted by law, Stanford shall indemnify, defend, and hold harmless Redwood City School District and its directors, officers, attorneys, officials, employees and agents ("District Indemnitees") from and against any and all claims, demands, judgments, losses, costs, damages, injuries, expenses and liabilities of every kind, nature and description (collectively, "Claims") that arise out of or relate to, directly or indirectly, in whole or in part, this Agreement or any error, omission or act of Stanford or any employee, consultant, agent, director or officer of Stanford or any employee or person otherwise working or volunteering at Stanford, including without limitation the performance or non-performance of the terms of this Agreement (except to the extent such Claim is solely the result of the gross negligence or willful misconduct of a District Indemnitee). This Section 9 shall survive the termination of this Agreement.

SECTION 11. INSURANCE

Stanford and District will procure and maintain in full force and effect adequate insurance or will self-insure their obligations under this Agreement.

Stanford shall maintain a policy of commercial general liability insurance (including personal injury and property damage with limits not less than \$1 million per occurrence, \$2,000,000 aggregate. Stanford University maintains comprehensive insurance coverage.

Stanford's self-insured program provides:

- General Liability: \$3,000,000 self-insured
- No exclusions for sexual abuse or molestation
- Excess Liability: \$2,000,000 per occurrence and aggregate
- Commercial Automobile Liability: \$1,000,000 Combined Single Limit
- Worker's Compensation: Statutory with \$1,000,000 Employer's Liability per accident and disease

Stanford is permissibly self-insured through the State of California for automobile liability.

District shall be named as an additional insured or covered party on the liability coverages maintained by Stanford as set forth above, and such coverages shall be primary to any coverages maintained by the District.

Section 12. MISCELLANEOUS

The parties to this Agreement are independent contractors. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.

This Agreement and the rights and obligations of the parties shall be governed and construed by the substantive laws of the State of California as applied to contracts that are executed and performed entirely in California.

This Agreement, including its Exhibits A, B & C (see below), supersede all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in writing executed by both parties.

If a court of competent jurisdiction holds any provision of this Agreement, or its application, invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.

No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Executed by the undersigned authorized individuals on behalf of the parties effective as of the date first written above.

REDWOOD CITY SCHOOL DISTRICT

By _____

Print Name Dr. Christian J. Rubalcaba

Title Superintendent

By _____

Print Name Rick Edson RE

Title Chief Business Official

**BOARD OF TRUSTEES OF LELAND STANFORD
JUNIOR UNIVERSITY**

By _____

Print Name Olivia Crawford

Title Sr. Associate Dean for Finance &
Operations, Stanford Graduate School of
Education

STANFORD EXHIBIT A

FORM for SECONDARY TEACHER CANDIDATE CONTRACT STANFORD TEACHER EDUCATION PROGRAM

Educators learn by studying, doing and reflecting, by collaborating with other professionals, by looking closely at pupils and their work, and by sharing what they see. The development of theoretically sound professional practice cannot occur either in college classrooms separated from engagement in practice or in school classrooms separated from knowledge and theories that result from rigorous scholarship. Professional learning in both schools of education and P-12 schools should provide opportunities for research and inquiry, for trying and testing, and for talking about and evaluating the results of learning and teaching. The intersection of theory and practice occurs most productively when questions arise in the context of real work-in-progress, in schools and with pupils, informed by research and disciplined inquiry. The cooperating teacher and university supervisor provide direct support for the candidate as he/she works simultaneously in the two contexts.

This document describes the responsibilities of the **teacher candidate**, the **cooperating teacher**, and the **university supervisor** as they work in the clinical setting. The three work together to support the candidate's growth as a novice teacher. Each teacher candidate teaches under the direct and continuing classroom supervision of an assigned cooperating teacher who is a credentialed, experienced member of the school faculty and is legally responsible for the class(es) assigned to the teacher candidate. The university supervisor is also an experienced, credentialed teacher who helps to bridge the teacher candidate's classroom experience with STEP coursework. All three parties sign this agreement.

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

The **California Teaching Performance Expectations (TPEs)** provide a framework for assessing and documenting the teacher candidate's progress throughout the program. These standards inform the formal observations conducted by the university supervisor and the quarterly assessments completed by the cooperating teacher and university supervisor.

Graduated Responsibility

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

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

- **Building Relationships Between Teacher Candidate and Cooperating Teacher**
- **STEP Integration Plans (Fall, Winter/Spring)**
- **Graduated Responsibility in STEP**
- **Independent Student Teaching in STEP**

The Joint Work of the Cooperating Teacher and Teacher Candidate:

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

Planning:

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

Instructing:

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

Assessing:

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

Reflecting:

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

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

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

Responsibilities of the Cooperating Teacher

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

Responsibilities of the Teacher Candidate

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

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

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

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

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

Responsibilities of the University Supervisor

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

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

If you need to be in contact with STEP regarding any of the above or STEP teacher candidate concerns, please email Ruth Ann Costanzo, Director of Clinical Work at rcostanzo@stanford.edu.

STANFORD EXHIBIT B

FORM for ELEMENTARY TEACHER CANDIDATE CONTRACT STANFORD TEACHER EDUCATION PROGRAM

Educators learn by studying, doing and reflecting, by collaborating with other professionals, by looking closely at pupils and their work, and by sharing what they see. The development of theoretically sound professional practice cannot occur either in college classrooms separated from engagement in practice or in school classrooms separated from knowledge and theories that result from rigorous scholarship. Professional learning in both schools of education and P-12 schools should provide opportunities for research and inquiry, for trying and testing, and for talking about and evaluating the results of learning and teaching. The intersection of theory and practice occurs most productively when questions arise in the context of real work-in-progress, in schools and with pupils, informed by research and disciplined inquiry. The cooperating teacher and university supervisor provide direct support for the candidate as he/she works simultaneously in the two contexts.

This document describes the responsibilities of the teacher candidate, the cooperating teacher, and the **university supervisor** as they work in the clinical setting. The three work together to support the candidate's

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

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

Graduated Responsibility

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

The following documents support graduated responsibility:

- Building Relationships Between Teacher Candidate and Cooperating Teacher
- STEP Integration Plans (Fall, Winter/Spring)
- Graduated Responsibility in STEP
- Independent Student Teaching Overview

The Joint Work of the Cooperating Teacher and Teacher Candidate

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

Planning:

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

Instructing:

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

Assessing:

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

Reflecting:

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

Graduated responsibility allows for candidates to develop at different rates throughout the year and within each phase of the teaching cycle. For example, a teacher candidate may be quite successful at utilizing different instructional strategies but still need considerable support in developing assessments. By mentoring the teacher candidate in the ways described above, the cooperating teacher will support the teacher candidate in taking on more responsibility in the classroom. The candidate and cooperating teacher will continue to plan and debrief on a regular basis. By mid-spring, the teacher candidate should already have experienced significant responsibility for components of the curriculum. The cooperating teacher will continue to be a presence and provide support around the needs of individual students, curriculum planning, and the progress of the class.

The cooperating teacher, the university supervisor, STEP's Director of Clinical Work, and Director determine the appropriate time for the candidate to begin independent student teaching. A mini-independent student teaching is required in late November/December consisting of a string of 3-5 lessons in Language Arts, math and/or Science, social studies and art. In the spring a minimum of two weeks of independent teaching is required. For more information, see the handbook document entitled Independent Student Teaching in STEP.

Responsibilities of the Cooperating Teacher

- Meet with teacher candidate and university supervisor (three-way meeting) at the beginning of the placement and at the end of each quarter
- Review the STEP handbook
- Observe the candidate's teaching to collect evidence for quarterly assessment (use suggested observation tools found in the STEP handbook). Make your thinking visible before, during, and after class.
- Maintain proactive, ongoing communication with the supervisor about the candidate's progress. The supervisor and cooperating teacher together monitor the candidate's graduated responsibility trajectory. Should concerns exist, the supervisor should be notified immediately to determine how best to support the candidate. If necessary, the STEP Director of Clinical Work may provide additional guidance.

- Complete three quarterly assessments and upload them to Watermark's Student Learning & Licensure. (Note: The teacher candidate will not receive a grade for Seminar until each quarter report is received, and all reports for the year must be received before he or she can graduate.)
- Discuss the content of the quarterly assessment with the teacher candidate and set future learning goals.

Responsibilities of the Teacher Candidate

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

- Maintain prompt and regular attendance and conscientious out-of-class preparation for their teaching responsibilities
- Maintain up to date records of course plans, unit plans, and lesson plans; abide by school policies; meet administrative due dates;
- Be present and at the school site for about 16-20 hours per week for the full academic year; be prepared to fulfill their obligations in the teaching assignments.
- Visit and observe other classrooms on a regular basis as detailed in the integration plan.
- Text/Email absences for any reason to the cooperating teacher, university supervisor, Director of Clinical Work, and STEP Assistant Director
- Request absences for special circumstances in writing from cooperating teacher, Director of Clinical Work, and STEP Assistant Director.

Videotaping

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

Substitute Teaching

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

Extracurricular Activities

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

Responsibilities of the University Supervisor

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

- Facilitate three-way meetings at the beginning of the placement and at the end of the quarter to discuss quarterly assessment and set goals
- Using the integration plan as a framework, communicate with the cooperating teacher and teacher candidate about how the principles of graduated responsibility are being enacted in the placement.
- Conduct at least nine formal observations (one per quarter is a video) and three informal observations

- Complete quarterly assessment each quarter
- Facilitate information stream between Stanford and the cooperating teacher regarding candidate's progress and needs.
- Report any concerns to STEP's Director of Clinical Work immediately

If you need to be in contact with STEP regarding any of the above or STEP Teacher candidate concerns, please call or email:

Ruth Ann Costanzo, Director for Clinical Work at (650) 996-0533 or rcostanzo@stanford.edu

Mari Montoy-Wilson, STEP Elementary Assistant Director at mcmontoy@stanford.edu

STANFORD EXHIBIT C

State Literacy Standards Addendum to STEP and School/District Partnership Agreements/MOUs¹

Senate Bill 488, designed to advance literacy standards for California's teachers and teacher preparation programs, went into effect on July 1, 2024. This bill requires that, where practicable, multiple subject/ single subject credential teacher candidates have opportunities to practice literacy instruction aligned with the new state literacy standards within the context of their clinical practice setting. (California's current Literacy Teaching Performance Expectations can be found at the end of this document).

These skills include the following:

- ☐ **Literacy Foundational Skills, see below** (candidates will be required to take and pass a literacy performance assessment approved by the California Commission on Teacher Credentialing that includes foundational skills, so it is essential that they be able to practice these skills within the context of their placement classroom, including an opportunity to successfully conduct this literacy performance assessment in the context of their student teaching placement)
- ☐ **Strong literature, language, and comprehension component with a balance of oral and written language, see below.**
- ☐ **Diagnostic techniques that inform teaching, assessment and early intervention, as practicable**
- ☐ **Incorporation of California Dyslexia Guidelines, as practicable** (STEP recognizes that not every teacher candidate will have a child with dyslexia in their clinical placement setting, and STEP teacher candidates will have other opportunities through STEP coursework to learn about and practice relevant strategies, including those identified in the California Dyslexia Guidelines)

STEP faculty, staff, and supervisors will work closely with cooperating teachers and principals to ensure that candidates are able to practice the above skills, and will provide our candidates with formative feedback on literacy instruction via STEP's formal observation and feedback processes. STEP faculty, staff, and supervisors are also available to support partner schools and cooperating teachers in service of meeting these state requirements.

We are grateful for your partnership in this important work of preparing the next generation of teachers for our state's school children. If you have any questions or wish to discuss further, please be in touch.

Ruth Ann Costanzo, STEP Director for Clinical Work @ (650) 996-0533 or rcostanzo@stanford.edu

Mari Montoy-Wilson, STEP Elementary, Associate Director @ mcmontoy@stanford.edu

Jeff Camarillo, STEP Secondary, Associate Director @ jeffc1@stanford.edu

Ira Lit, STEP Faculty Director @ iralit@stanford.edu

¹ Updated August 2024, with gratitude to colleagues at Berkeley's Teacher Preparation Program (BTEP) and guidance from the California Commission on Teacher Credentialing (CTC) for the drafting of this addendum.

California's Literacy Teaching Performance Expectations

(see [HERE](#) for a listing of all of the current TPEs)

Foundational Skills

7.5 Foundational Skills. Develop students' skills in the following:
a. print concepts, including letters of the alphabet
b. phonological awareness, including phonemic awareness
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences
d. decoding and encoding, including morphological awareness
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)
f. instruction that is structured and organized as well as direct, systematic, and explicit
g. connected, decodable text
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.
i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

Meaning Making, Oral and Written Language Teaching Performance Expectations

7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.
Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.
Create environments that foster students' oral and written language development, including discipline-specific academic language.
Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.
Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.
Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration.
Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.

Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
--

Diagnostic techniques that inform teaching, assessment and early intervention

TPE 7.2

Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;

Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);

Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
--

TPE 7.10

Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.
--

Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.
--

Understand how to appropriately assess and interpret results for English learner students.
--

If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.
--

Audit trail

Details

FILE NAME	Stanford STEP MOU Agreement_2026-2029 - 9/16/26, 12:17 PM.pdf
STATUS	Signed
STATUS TIMESTAMP	2026/09/16 19:32:47 UTC

Activity

SENT	oacosta@rcsdk8.net sent a signature request to: Rick Edson (redson@rcsdk8.net)	2026/09/16 19:31:04 UTC
SIGNED	Signed by Rick Edson (redson@rcsdk8.net)	2026/09/16 19:32:47 UTC
COMPLETED	This document has been signed by all signers and is complete	2026/09/16 19:32:47 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.