

**Stanford Teacher Education Program**  
**Graduate School of Education**  
**Stanford University**

**Education 246C: Winter Seminar**  
**Assessment for Learning and Equity**  
**Winter Quarter, 2025**

**Units: 3**

**Times and Locations:**

Field-placement site, M-F, 20 hours/week

**Seminar Meetings:**

Wednesdays 3:00 - 5:15 (See schedule below)

Wednesdays 5:30 - 6:30 - Meeting with University Supervisor and colleagues in small groups

**Instructors:**

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**The STEP Teaching Seminar: Description**

The STEP Teaching Seminar sits at the nexus of the clinical and coursework components of our teacher preparation program. Pragmatically, the Seminar serves as the official Stanford course for four elements of the STEP Secondary curriculum: (1) The student teaching experience, (2) The supervisory program, (3) The Seminar sessions and (4) Workshops

**Expectations**

**Attendance and Professional Educator Communication:**

We are at our best when each of you is present for seminar. Please try your best to attend each session fully. If you must be late or absent, please inform the instructors prior to class and arrange for a colleague to take notes and pick up any hand-outs. If you are absent from all or part of a class session, instructors may assign an alternative assignment to support you to engage with content missed in class.

As a general frame for communicating absences and/or tardies at STEP (including seminar + supervisory), please follow the below guidance:

- Missing Class: If you plan/need to miss or have to be late to any class at STEP, please email Jeff + the teaching team for that course
- Missing Placement: If you plan/need to miss or be late to placement, please email your Cooperating Teacher + Supervisor + Ruth Ann + Jeff
- Missing Supervisory: If you plan/need to miss or be late to supervisory, please email Ruth Ann + Jeff + your Supervisor

### **Clinical work and Supervisory:**

- We work with our school partners to determine the scope and shape of student teaching each quarter. We rely on our *quarterly assessments* from the Cooperating Teacher(s) and the University Supervisor to ensure that you develop an understanding of the California Teaching Performance Expectations (TPEs) and ability to reflect upon your performance in light of those standards (TPE 6).
- You will begin your year long school placement in August and you will be observed at least four times each quarter.
- You are expected to complete all paperwork related to the student teaching placement in a timely manner. This includes documents such as contracts, induction agreements, and assessments from Cooperating Teacher(s), and your University Supervisor.

### **Honor Code**

All Stanford students are expected to follow the *Stanford Honor Code* and *Fundamental Standard*, as noted in the STEP Handbook and Stanford Student Guide.

<http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm>

### **Accommodations**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site <http://studentaffairs.stanford.edu>

### **Course Texts:**

Readings posted on Canvas

### **The Goals of the Winter Seminar Course:**

- To expand your knowledge of and skills for designing assessment systems to support the learning and achievement of all students in your classrooms
- To consider how assessment systems can be transformative powerful tools for learning, equity and justice
- To develop a plan for your own assessment and grading that has equity and justice as its central focus
- To explore how to build partnerships with students to empower them to self assess and reflect on their progress in learning
- To prepare you for your edTPA state requirement

### **Course Assessment and Grading:**

Each assignment includes instructions that describe the standards and expectations. Comments will be given on each assignment and it will be made clear whether the standard achieved is satisfactory. Students will be asked to revise assignments that are not satisfactory, although they must be resubmitted by the final date of the course to avoid an incomplete. All assignments must be completed by the due date unless prior arrangements have been made. Please make sure you get all the assistance you need from your peers, your supervisors, and from the instructors.

#### *Assignments:*

<b>Course Assignments</b>	
Inventory / self-assessment	Due after class: Wednesday, January 8th, 2025 by 12 pm
Analysis of Student work	Due in class: Wednesday, February 5, 2025 (not submitted)
<a href="#"><u>Assessment and Grading Assignment:</u></a> Part 1: Group Presentation in Class Parts 2: Letter to Families and Caregivers Part 3: Rationales	Part 1 due in class: Wednesday, March 12th Parts 1 & 2 due: Wednesday, March 19th

## Course Calendar

*(Please note that the topics and readings may change as your instructors respond to student progress, needs and feedback)*

Date	Focus of Class Session	Readings and Assignments
1/8	Transforming Assessment for Justice and Equity	<p>Carter, P. and Welner, K. <i>Building Opportunities to Achieve</i></p> <p>Current Assessment Practices Inventory (completed in class- submit to canvas by 12 pm on 1.8)</p> <p>Further <i>(optional)</i> readings: Gutiérrez, R. <i>A "Gap-Gazing" Fetish in Mathematics Education? Problematizing Research on the Achievement Gap</i></p>
Week 2  EdTPA Workshop 1/15	EdTPA Workshop (2)	
Week 3  1/22	Assessment of and for learning: An Introduction	<p>Boaler, Dance, Woodbury, <i>From Performance to Learning: Assessing to Encourage Growth Mindsets</i></p> <p>Black et al.: <i>Working Inside the Black Box</i></p> <p>(Optional) Black &amp; Wiliam: <i>Inside the Black Box</i></p>

<p>Week 4 1/29</p>	<p>Assessment of and for learning: Designing Assessments</p>	<p>Darling-Hammond, L &amp; Adamson, F, Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning (Performance Assessment: A Definition, pgs. 7-13)</p> <p>Ormrod, <i>Assessing Student Learning</i>, p. 643- only read table</p> <p><b>Further Reading</b> (optional) reading: Article summarized in class - <i>Solano-Flores, G., Cultural Validity</i></p> <p>(Optional) Wormeli, R., <i>Fair Isn't Always Equal</i>, Chapter 3.</p>
<p>Week 5 2/5</p>	<p>Assessment of and for learning: Rubrics and Criteria</p>	<p>Wormeli, R. <i>Fair Isn't Always Equal</i>, pp. 44-51</p> <p>Gonzalez, J. <i>Your Rubric is a Hot Mess - Here's How to Fix It</i></p> <p><b>Analysis and class set of student work due in class</b></p>
<p>Week 6 2/12</p>	<p>Assessment of and for learning: Feedback &amp; Peer Review</p>	<p>William, D., <i>Feedback: Part of the System</i></p> <p>Brookhart, S. <i>Feedback that Fits</i></p> <p><b>Bring in class set of student work (same set as 2/7)</b></p> <p><i>Consider beginning the readings for next week: Feldman, J. Grading for Equity, Chapters 3-7</i></p>
<p>Week 7 2/19</p>	<p>Grading and Reporting (Part I)</p>	<p>Feldman, J. <i>Grading for Equity</i>, Chapters 3-6</p> <p>Optional: Chapter 7</p> <p>Will read in class: <a href="#">EdWeek Love Article</a></p>

<p>Week 8</p> <p>2/26</p>	<p>Grading and Reporting (Part II)</p>	<p>To be assigned in class: Jigsaw Feldman, chapters 8-10</p> <p>Further <i>(optional)</i> reading: <i>Guskey &amp; Bailey: Developing Grading and Reporting Systems for Student Learning, Chapters 4-5-6</i></p>
<p><b>Workshop</b> Thursday</p> <p>2/29</p>	<p>edTPA workshop (3)</p>	<p>This is not in person</p> <p>Formal check in with edTPA Advisor on Zoom. (Ideally on this date at a convenient time, or on another day during this week)</p>
<p>Week 9</p> <p>3/5</p>	<p>Grading and reporting (Part III) &amp; Course Consolidation</p> <p>Guest Panel</p>	<p>Feldman, J. <i>Grading for Equity</i>, Chapters 11 &amp; 12</p>
<p>Week 10</p> <p>3/12</p>	<p>Assessment Plan Group Task (Part 1)</p>	<p><b>Review and Consolidation of Assessment</b> <b>Assessment Assignment Part 1 due 3/12</b> <b>Assessment Assignment Part 2&amp;3 due Weds March 19th</b></p>
<p><b>edTPA Workshop</b></p> <p>3/19</p>	<p>edTPA Workshop (4)</p>	<p><b>Task 2 - Video share and uploading/Transfer/submitting to Pearson process</b></p>

## Winter Quarter Seminar Workshops

Date/Time/Location	Workshop Focus	Facilitators
January 10th, 2025, 3:15-5:00 PM CERAS 300	Jobs Arc Workshop: Resume and Cover Letter Writing	Ruth Ann + Jeff & Mari
January 17th, 2025, 3:30-5:00 PM CERAS 300	Jobs Arc Workshop: Interview Skills and Prep	Ruth Ann + Special Guest, Former Asst. Supt of Huamn resources from Fremont Union HSD (Sunnyvale)
January 31st, 2025 4:00-6:45 PM CERAS 101	STEP Mock Interviews	Ruth Ann, the STEP Team + Hiring Managers from throughout the Bay Area and state
February 11th, 2025 6:00-7:30 PM CERAS 204	STEP & Stanford Accelerator for Learning & Equity presents 'A Seat at the Table', dinner & a conversation with Dr. Maisha Winn and East Palo Alto leader and activist Mr. Bob Hoover	Dr. Maisha Winn
February 25th, 2025 6:00-7:30 PM CERAS 300	Supporting Undocumented Students and Families in Schools and Communities with Dreamers Roadmap Founder and CEO & Stanford Knight-Hennessy Scholar and POLS student, Sarahi Espinoza Salamanca (with Dinner)	Jeff and Mari with Sarahi Espinoza Salamanca