Stanford Teacher Education Program
Secondary Teaching Seminar (EDUC246D): Preparing for school next year

Spring Quarter, 2019

Seminar Meetings: Wednesdays, CERAS 300
3:00-5:15pm Whole class meeting
5:30-6:30pm Meetings with university supervisors and STEP colleagues in small groups

Fieldwork, Monday-Friday, 20 hours/week

Instructors: Peter Williamson peterw@stanford.edu
             Kristina Dance kdance@stanford.edu
             Colin Haysman chaysman@stanford.edu
             Meghann Tovar mztovar@stanford.edu

Course Description

This is the fourth and final course in the STEP Seminar series. This quarter we will focus on preparing you to join the profession next year as a teacher with your own classroom. We will look at how the contexts of our teaching, both locally and nationally, shape our practice, the schools where we teach, and our profession.

During this quarter candidates conduct their independent student teaching, conduct cross-content area observations, and compile their Teaching Portfolios. The STEP Conference will be the culminating event for both this class and the program :-). 

As in earlier quarters, the Seminar provides a forum for Supervisors to meet with candidates in small groups. The curriculum for these meetings will be determined by the members of each group, based on the interests and needs they identify.

Assignment Overview

Teaching Portfolio
For your Teaching Portfolio you will assemble relevant materials from the coursework and fieldwork that you have completed throughout the STEP year. All components will be submitted through TK20.

Your portfolio will include the following, but is not limited to:

- Resume and sample cover letter
- Evidence of your effective teaching practice (completed via your edTPA)
- Core assignments and projects (Adolescent Case Study, Classroom Management and Leadership Plan, Language Policies and Practices sample project, Designing Equitable Groupwork project, Assessment and Grading Policy, etc.
- Reflections from your Supervisor’s observations
Summary reflection to include:
- Your philosophy of education
- How the artifacts in your graduation portfolio reflect your attention to the California Standards for the Teaching Profession
- How your practice is developing in each of the six areas of these standards
- Your greatest strengths and your goals for further professional development
- A link to your Sutori.
- Other documents of your choosing!

Cross-Content Observation

One of the common practices of practicing teachers is to participate in peer observations with their colleagues. Sometimes these observations occur within one’s content area, but there is also great value in observing colleagues from other content areas. In particular, noticing core teaching practices that cross all content areas is helpful in distilling one’s own practice. And, observing core teaching practices that are central to a given content area may broaden one’s own instructional strategies.

The purpose of the Cross-Content Observation is to provide opportunities for STEP teacher candidates to:
- Observe the teaching context of another teacher at your school in a different content area,
- Use their developing instructional lens to compare and contrast teaching in a different subject from their own,
- Enrich their curricular and pedagogical repertoire through an observation and debrief.

STEP Conference

The conference will be held on Friday, June 14th, 2019. It begins at 8:30am and ends at around 5:30pm. Attendance and participation in the whole event is required. Further details about this event will be provided in class.

Assessment

1) Field Placement – In order to complete this portion of the course, candidates must meet all of the expectations related to their field placements, including:
- Independent teaching and consistent professional conduct according to the contract and integration plan, including lesson planning, support of individual students, and assessment. The quarterly assessments from Cooperating Teacher(s) and University Supervisors indicate candidates are developing increasing understandings of the California Standards for the Teaching Profession (CSTPs) and a growing ability to reflect upon their teaching in light of those standards.
- Completing all paperwork related to your teaching placement. This includes documents such as contracts, agreements, and advancement to independent student teaching forms, as well as assessments from Cooperating Teachers and University Supervisors.
- Written reflections for formal observations by Supervisors (three per quarter). These will be included in the Teaching Portfolio (see above).

2) STEP Conference - Attendance and participation throughout the day, and one presentation.

3) Teaching Portfolio- Completion and timely submission.
Grading
This course will be graded on a letter grade system of A, B, I (incomplete), or NC (no credit) according to the following criteria:

- Developing as a professional educator (Standard 6), informed by the quarterly assessments of Cooperating Teachers and Supervisors:
  - Attendance and participation- candidate’s attendance at all Seminar classes, supervisory sessions, and teaching placement days on time. Any absences or tardiness are communicated in advance.
  - Meeting deadlines- candidates completing and submitting all paperwork related to the student teaching placement on or before the deadline. Candidates may receive an incomplete if the necessary documents are not submitted on time.

- Completing course assignments- candidates fully meet evaluation criteria for the STEP Teaching Portfolio, the Cross-Content Observation, and the STEP Conference.

Assignment Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-Content Observation</td>
<td>May 14th, 2019</td>
</tr>
<tr>
<td>Complete Teaching Portfolio</td>
<td>Monday, June 3rd, 2019</td>
</tr>
<tr>
<td>STEP Conference</td>
<td>June 14th, 2019</td>
</tr>
</tbody>
</table>
## Seminar Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus of Class Session</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 5/8</td>
<td>Conference Workshop</td>
<td>Due: Final Assessment Plan (from winter quarter)</td>
</tr>
<tr>
<td>Class 2 5/15</td>
<td>Preparation for Sutori/Final Reflection&lt;br&gt;What do teachers need to consider when thinking about teaching for justice?: Race, whiteness, and identity</td>
<td>Due: Submit Draft Conference Forms by 11:59 am &amp; Cross Content Area Observations&lt;br&gt;Reading: DiAngelo, R.D. (2018). <em>White fragility: Why it’s so hard for white people to talk about racism</em> (Introduction, Chapters 1 &amp; 2)</td>
</tr>
<tr>
<td>Class 3 5/22</td>
<td>What do teachers need to consider when thinking about teaching for justice?: Anti-racist teaching</td>
<td>Due: Final Conference Proposal&lt;br&gt;Reading: TBD</td>
</tr>
<tr>
<td>Class 5 6/5</td>
<td>The STEP Year: A Retrospective The Quintessence of Teaching&lt;br&gt;Pinning Ceremony, Last supervisory</td>
<td>Due: Teaching Portfolio, Monday, 6/3</td>
</tr>
</tbody>
</table>

**June 14, STEP Conference**  
**June 16, Graduation 😊**