

ED246E: Elementary Teaching Seminar (Practicum)

“Cultivating School-Family Partnerships”

Fall 2022

INSTRUCTORS

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COURSE OVERVIEW

The STEP Teaching Seminar sits at the nexus of the clinical and academic elements of the teacher preparation program. Pragmatically, the Teaching Seminar serves as the official Stanford University course for three elements of the STEP Elementary curriculum: (1) the student teaching experience, (2) the supervisory program, and (3) the ‘Seminar’ sessions.

Weekly readings, discussions, and activities will be orchestrated in conjunction with field experiences in local public schools. We will also integrate your feedback and input along the way, and will remain open and flexible in the scope and sequence of our planned content. We may need to update our focus on timely content in any given week in order to be responsive.

FALL FOCUS AREAS & ESSENTIAL QUESTIONS

A. PURPOSEFUL PLANNING

How might we design purposeful lessons and curriculum that elevate identity, skills, intellect, criticality and joy?

B. CULTURALLY SUSTAINING SCHOOL-FAMILY PARTNERSHIPS

How might we inclusively define and engage family in diverse cultural and community contexts in order to support the whole child?

These two focus areas will run concurrently in both content and process. You will demonstrate your developing knowledge and skills in these two areas through an authentic performance task: **to envision and “backward-design” a blueprint for a unit focused on the themes of Family Diversity, Equity and Inclusion** (details below and on Canvas).

YEAR-LONG SEMINAR THEMES

Our two areas of focus for the Fall will further support us to continue and deepen our learnings that emerged from the Summer within the same four overarching course themes:

1. Exploring the teaching profession

Why teach? What is my **purpose**, my **why**? What makes teaching so **complex**? **Who do I serve** and how?

2. Race, intersectionality, and identity in schools

What does it mean to teach for **equity**, **educational freedom**, and **racial justice**? What **connections** can I draw between my **personal experiences** and **my vision of myself as a teacher working toward equity and social justice**?

3. Community care & self-care

What understandings and practices of **community-care**, **self-care**, **resilience** and **joy** will help support my journey, our journey?

4. STEP: Sense-making, connections, and coherence

How do the components of my STEP experience fit together, both practically and in service of my long-term growth as a professional educator?



Last but not least, we will devote class time to make space to live out our core values of **love, joy, equity, community, and justice** in the following ways:

- **deliberating** about the connections between educational scholarship and clinical teaching practice
- **discussing** the connections and challenges associated with our varying conceptions and aims related to **equity** and **social and racial justice** in the context of teaching and learning in schools and classrooms

- **exploring and experiencing** essential curricular areas for multiple subject teachers, such as **play, health, wellness,** and **the arts.**
- **supporting** one another to successfully navigate our individual and collective journeys
- **building, cultivating, and sustaining** our own **STEP Elementary community.**

COURSE REQUIREMENTS

1. Student Teaching & Supervisory

To complete this section of the course, you must meet **all** of the expectations related to the field placement, related planning and supervisor meetings, and all seminar meetings. You are expected to develop and maintain professional and collegial relationships with your cooperating teachers and other school faculty and staff, STEP faculty and staff, and your STEP peers. Professional standards for the teaching profession are articulated in the Quarterly Assessment document (Standard 6).

Your Supervisor will continue to work with you to design and support your growth and development in your Fall student teaching assignment, based on the STEP design principles as outlined in your Handbook (see Graduated Responsibility, in particular). Regular attendance and active participation at your placement school are expected. You will also be working to develop professional relationships with your peers and colleagues (Cooperating Teachers, administrators, and staff) at your placement site, as well as the STEP faculty and staff. At the end of the Fall placement, your cooperating teacher and Supervisor will submit a Quarterly Assessment, after meeting with you to discuss and reflect upon your practice and set goals for the following quarter.

2. Active Seminar Participation

Your presence and active participation is an essential component of the success of the course for you and your peers. Please come to class **on time** and **prepared**, and engage thoughtfully and respectfully with your colleagues and the course material. You are expected to attend every session. If something prevents you from attending class or meeting the assignment deadlines, please communicate with us in advance so we can come up with a plan together.

SEMINAR ASSIGNMENTS

1. **Family Unit Blueprints** - A full description of the assignment will be published on Canvas.

You will envision and “backward-design” a blueprint for a unit focused on the themes of Family Diversity, Equity and Inclusion. The assignment will be completed in stages during the second half of the course, and supported through in-class workshops. The purpose of this assignment is to:

- **inspire and empower** you to design learning experiences that cultivate equity, educational freedom, and racial justice, as well as your own core values as an educator
- help you **internalize and practice** some key principles and skills of purposeful instructional planning
- **equip** you with a tangible starting point for further curriculum development in your teaching career during and beyond STEP.¹

2. Resilience Plan

Assignment details will be published on Canvas and shared in class.

Ongoing discussions and touchpoints with colleagues in class to support our meaning-making and journey.

Choose a mode of expression that encourages you to meet your needs of wellness and joy.

ASSESSMENT CRITERIA

To receive full credit for course participation, meet all of the following expectations:

- attendance, promptness, preparation, participation, and professionalism.

To receive full credit on a given assignment, meet all of the following expectations:

- Prompt – Turn your work in on time.
- Complete – Fulfill all stated expectations of an assignment.
- Thoughtful – Take the time and effort to prepare something of meaning and interest.
- Careful – Proofread your work. Follow appropriate rules of grammar, spelling, punctuation, proper citation when needed (APA formatting), etc.

In alignment with the pedagogical impact of reflection and formative feedback on student learning and professional growth, we expect students to revise and resubmit work until it satisfies expectations for the course.

RESOURCES & EXPECTATIONS

¹ For example, your blueprint might later turn into a unit you wish to adapt, build out and teach during Independent Student Teaching in the Spring, or you might wish to teach it in your future classrooms after STEP.

Stanford Standards. All Stanford students are expected to follow the [Stanford Honor Code](#) and [Fundamental Standard](#), as noted in the STEP Handbook and Stanford Student Guide.

Students with Disabilities. 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/oea>.

Religious Beliefs, Observations, and Practices. To observe a day or practice not formally included on the Stanford University calendar, please work with the instructors. Alert us prior to your absence so we can work together on work missed ahead of time.

FALL SEMINAR ROADMAP		
This roadmap is subject to change in order to be responsive to our classroom community's needs. Always check Canvas for up-to-date information, assignments, readings, etc.		
	SESSION COMPONENTS	READINGS/ASSIGNMENTS
1 9/30	<p><i>Fall Seminar Launch</i></p> <p><i>Family Storytelling & Artifact Share</i></p> <p><i>Concept Mapping: What is a Family?</i></p> <p><i>Introduction to Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy</i></p>	<ul style="list-style-type: none"> ● Bring an artifact (object of significance, photograph, art, music, etc.) that reflects what family means to you ● Brainstorm what “family” means to you ● Read Syllabus ● RILE talk by Dr. Ghody Muhammad (up to 48:20; option to continue to end)
2 10/7	<p><i>Core Values for Family Engagement</i></p> <p><i>Initiating and Cultivating Connections with Families</i></p>	<ul style="list-style-type: none"> ● Cultivating Genius - Ch. 3 - Toward the Pursuit of Identity ● Family-Teacher Partnerships to Support Culturally and Linguistically Marginalized

	<p><i>Cultivating Genius: Identity</i></p> <p><i>Purposeful Daily Lesson Planning: Centering Student Identities</i></p>	<p>Children's Successful Transition to School</p> <ul style="list-style-type: none"> ● Embracing Equity: Building Authentic Relationships with Families
<p>3 10/14</p>	<p><i>Family Engagement: Listening Conferences</i></p> <p><i>Cultivating Genius: Skills</i></p> <p><i>Purposeful Daily Lesson Planning: Standards and Learning Objectives</i></p> <p><i>Onward Connection</i></p>	<ul style="list-style-type: none"> ● Cultivating Genius - Ch. 4 - Toward the Pursuit of Skills ● Pre-Work for Listening Conferences (TBD) ● Onward - Ch. 5 - Be Here Now ● Recommended Resources on Home Visits
<p>10/21</p>	<p>GARDEN DAY</p>	<ul style="list-style-type: none"> ● <i>Option to read ahead:</i> Cultivating Genius - Ch. 5 - Toward the Pursuit of Intellect
<p>4 10/28</p>	<p><i>Family Engagement in Diverse Contexts</i></p> <p><i>Cultivating Genius: Intellect & Criticality</i></p> <p><i>Purposeful Daily Lesson Planning: Deeper Understandings</i></p> <p><i>Onward Connection</i></p>	<ul style="list-style-type: none"> ● Cultivating Genius - Ch. 5 & 6 - Toward the Pursuits of Intellect & Criticality ● Family Engagement Restorative Justice Circle ● Parenting While Undocumented: An Intersectional Socialization Approach
<p>5 11/4</p>	<p><i>Family Engagement: Courageous Conversations</i></p> <p><i>Cultivating Genius: Joy</i></p> <p><i>Purposeful Daily Lesson Planning: Joy</i></p>	<ul style="list-style-type: none"> ● Cultivating Genius - Toward the Pursuit of Joy ● Onward - Ch. 6 - Take Care of Yourself

	<i>Onward: Resilience Plan Check-In</i>	
6 11/11	<p><i>Introduction to Understanding by Design (UbD)</i></p> <p><i>UbD: Big Ideas, Enduring Understandings, Essential Questions</i></p> <p><i>UbD: Family Unit Blueprint Workshop</i></p>	<ul style="list-style-type: none"> ● Family Unit Blueprint Assignment Description ● Understanding by Design (selected texts)
7	<p><i>UbD: Goals, Skills, Knowledge</i></p> <p><i>UbD: Family Unit Blueprint Workshop</i></p> <p><i>Gratitude Circle</i></p>	<ul style="list-style-type: none"> ● Understanding by Design (selected texts) ● Submit 1st Draft Family Unit Blueprints
THANKSGIVING BREAK		
8	<p><i>UbD: Performance Assessments</i></p> <p><i>UbD: Family Unit Blueprint Workshop</i></p> <p><i>Onward: Resilience Plan Check-In</i></p>	<ul style="list-style-type: none"> ● Understanding by Design (selected texts)
9	<p><i>Elementary Only:</i></p> <p><i>UbD: Draft Family Unit Blueprint Sharing</i></p> <p><i>Joint Elementary & Secondary Seminar</i></p>	<ul style="list-style-type: none"> ● Bring to share: 2nd Draft Family Unit Blueprints
12/12	No Class	<ul style="list-style-type: none"> ● Final Family Unit Blueprints Due

