

## STANFORD TEACHER EDUCATION PROGRAM

### SECONDARY TEACHING SEMINAR

Education 246 A: **Seminar on Race, Intersectionality, and Identity in Schools**

2 units

Summer, 2021

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### Course 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) the Advisory program.

### Teaching Seminar

This course provides initial preparation and practice in issues and strategies for teaching in classrooms with diverse students, families and communities. During the summer quarter, we will focus on definitions of teaching for justice and equity by considering how factors such as race and identity shape our schools and our classrooms. These topics are particularly salient as we center anti-racist and abolitionist teaching practices to ensure that our schools can embrace the ‘new normal’ we aspire to build in diverse communities, as we emerge from the dual pandemics of the past two years. This course will critically examine the connection between race, identity and intersectionality in schools, while preparing STEP teacher candidates to begin their journey as culturally sustaining practitioners committed to transformative and restorative justice.

During this course we will explore a collection of big questions, each of which is connected with the themes you will be addressing in your *Beyond Equity* course this quarter and your *Adolescent Development* course next quarter:

- *What does it mean to teach for equity, educational freedom and racial justice?*
- *How do I become an anti-racist educator and what are the various forms of racism I am working to dismantle?*
- *How do I understand and embrace the culture and context of my school and community in support of my students and families?*

- *Who are my students and how do I support them?*
- *Who am I and how do I show up?*
  - ◆ *How does my identity intersect with my own biases and my practice?*

## **Requirements & Assessment**

You are expected to complete the following requirements for the summer Seminar:

### *Clinical work and Supervisory:*

- We are working with our school partners to determine the scope and shape of student teaching this summer and fall. 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 Standards for the Teaching Profession (CSTPs) and ability to reflect upon your performance in light of those standards (Standard 6).
- Contingent upon your student teaching arrangement, you will be observed at least three times during the summer and fall. Assessments will include written reflective responses to formal observations by Supervisors (due 48 hours - at the latest- after the observation takes place).
- 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.

### *Secondary Advisory Participation and Attendance:*

Socio-emotional learning (SEL) and community building are both foundational aspects of building an antiracist, safe and inclusive classroom for students of diverse backgrounds, identities and intersectionalities. Many Bay Area schools and schools throughout the nation have an Advisory class built into their day in which teachers facilitate SEL and community building. SEL and the holistic wellness/development of young adults should not be compartmentalized into one slice of the school day, and should absolutely be integrated into every class you will teach next year and beyond. It is critical that STEP equip every teacher candidate with the tools, resources and modeling to become an effective SEL practitioner. For this reason, STEP secondary has developed an Advisory arc as part of the seminar experience to ensure that STEP TCs have a space to explore SEL and community building with a group of experienced and diverse SEL practitioners and school leaders (*mentors*) leading and modeling SEL and community building practices for them in advisory spaces. STEP Secondary Advisory will meet three times a

quarter (see the dates below for Summer quarter). Please attend and be engaged in each Advisory session and a short SEL focused written reflection will be due at the end of each quarter as part Seminar course.

Advisory Dates and Times (also on your STEP Mobile Secondary calendars):

- August 19th (Launch): 6:00-7:00 PM
- August 31st: 3-4 PM
- September 14th: 4-5 PM

#### *Seminar Attendance and Participation:*

Please 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.

Complete all assignments carefully, thoughtfully, and on-time. Late work may be subject to a lower grade. Feedback will be provided by instructors and Supervisors. If your performance does not meet the expected standard, you will be asked to revise and resubmit. Make sure you get all the assistance you need from your peers, your supervisors and instructors. The course will be graded A, B, I (incomplete), or NC (no credit).

#### **Weekly Journal Reflections Assignment- Due Weekly**

Each week you will complete a journal reflection responding to prompts/questions that are aligned with the themes and readings for each week's seminar class. These reflections will each be no more than 1 page (min. 1-2 paragraphs) and will be captured in an on-going Google doc that you will share with seminar instructors via a link in Canvas.

#### **Context of our work– PechaKucha Presentation - Due September 15th**

See assignment details to be published on Canvas.

Part 1: School and Classroom Context

Part 2: Cultural and Community Excellence, Assets and Context

Part 3: Synthesis and Reflection

#### **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>

SESSION	FOCUS	READINGS & ASSIGNMENTS DUE
Class 1 Wednesday 7/28	<b>Meeting the Moment: Our Current Context</b>	<a href="#">Love</a> - Chapter 1-We Who Are Dark from <i>We want to do more than survive</i>  <a href="#">Simmons</a> - <i>How to be an Anti-Racist Educator</i>
Class 2 Wednesday 8/4	<b>Racial Identity</b>	<b>Tatum</b> - <i>Talking about race</i>  <b>DiAngelo</b> - introduction to <i>White Fragility</i>

		<i>Complete weekly reflection - Entry 1</i>
Class 3 Wednesday 8/11	<b>Teaching for Educational Freedom and Racial Justice</b>	<b>Love-</b> Chapter 5 from <i>We want to do more than survive</i>  <i>Complete weekly reflection - Entry 2</i>
Class 4 Wednesday 8/18	<b>Dismantling Structural/Systemic Racism in Schools</b>	<b>Chapman-</b> <i>Is integration a Dream Deferred?</i>  <b>Coates-</b> pages 1-33 from <i>Between the world and me.</i>  <b>Gorski-</b> <i>Avoiding Racial Equity Detours</i>  <b>Wheaton College MA –</b> <i>Becoming an Anti-Racist Educator</i>  <i>Complete weekly reflection - Entry 3</i>
Class 5 Wednesday 8/25	<b>Creating BIPOC Centered Healing Spaces and Restorative Justice in Schools</b>	<b>Shalaby-</b> Introduction to <i>Troublemakers</i>  <b>Noguera, P.</b> (2003). Schools, Prisons and Social Implications of Punishment: Rethinking Disciplinary Practices. <i>In Theory into Practice.</i> 42(4). p. 341-350  <b>Hackman-</b> <i>Five essential components for social justice education</i>  <i>Complete weekly reflection - Entry 4</i>
Class 6 Wednesday 9/1	<b>Culturally Sustaining Pedagogy</b>	<b>Duncan-Andrade-</b> <i>Note to educators</i>  <b>Irizarry-</b> <i>For us, by us: A vision for culturally sustaining pedagogies</i>  <b>Paris-</b> <i>Culturally sustaining pedagogy</i>  <i>Complete weekly reflection - Entry 5</i>
Class 7 Wednesday 9/1	<b>Dilemmas in our work</b>	<b>Cuban, L.</b> (2001). How can I fix it? "A problem can be solved; a dilemma needs to be managed." Teachers College Press.

		<p><b>Hooks, b.</b> (1994). Teaching to Transgress: Education as the Practice of Freedom. Routledge. pp. 1-22.</p> <p><i>Complete weekly reflection - Entry 6</i></p>
<p>Class 8 Wednesday 9/15</p>	<p><b>The Cultural Context of our Students, Families and School Communities</b></p>	<p><b>DUE: The Cultural Context of our Students, Families and School Communities - Final Project</b></p> <p><b>Present Final Projects</b></p> <p><i>Complete weekly reflection - Entry 7</i></p>