STANFORD TEACHER EDUCATION PROGRAM

SECONDARY TEACHING SEMINAR

Education 246 A: **Seminar on Race, Intersectionality, and Identity in Schools**
2 units
Summer, 2022

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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 three elements of the STEP Secondary curriculum: (1) The student teaching experience, (2) The supervisory program, (3) The Seminar sessions (4) the workshop series.

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?*

Expectations:

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

Clinical work and Supervisory:

- Everyone will be a student teaching at a summer school in Sunnyvale called Stanford Summer Explorations @Columbia Middle School. Regular attendance and active participation at the summer school, including the related planning groups and all Seminar meetings,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 .Completing this component of the course means that you have met all of these expectations. The cooperating teachers will complete an Assessment of Field Placement Experience and Participation for the teacher candidates, and you will complete a self-assessment using a similar tool.
- 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 four 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.

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).

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

Assignments and Assessments:

Weekly Interactive 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 1-2 paragraphs (no more than 1 page) and will be captured in an on-going Google doc that you will share with seminar instructors via a link in Canvas. Each week, a member of our instructional team will respond to your reflections with affirmations and questions for you to consider.

Cultural Context of our Students, Families and Communities – PechaKucha Presentation - Due September 14th

See assignment details to be published on Canvas.

Part 1: School and Classroom Context
Part 2: Cultural and Community Context and Assets
Part 3: Synthesis and Reflection

Assessment of Field Placement Experience and Participation - **Due August 1st**

Complete a Self-Assessment of Field Placement Experience and Participation

SESSION	FOCUS	READINGS & ASSIGNMENTS DUE
Class 1 Tuesday 7/5	**Meeting the Moment: Our Current Context**	**Love-** Chapter 1-We Who Are Dark from *We want to do more than survive* **Simmons-***How to be an Anti-Racist Educator*
Class 2 Wednesday 7/20	**Racial Identity**	**Tatum-** *Talking about race* **DiAngelo**- introduction to *White Fragility* *Complete weekly reflection - Entry 1*
Class 3 Wednesday 7/27	**Teaching for Educational Freedom and Racial Justice**	**Love-** Chapter 5 from *We want to do more than survive* **hooks, b.** (1994). Teaching to Transgress: Education as the Practice of Freedom. Routledge. pp. 1-22. *Complete weekly reflection - Entry 2*
Class 4 Wednesday 8/3	**Dismantling Structural/Systemic Racism in Schools**	**Chapman**- *Is integration a Dream Deferred?* **Coates**- pages 1-33 from *Between the world and me*. **Gorski-** *Avoiding Racial Equity Detours* *Complete weekly reflection - Entry 3*
Class 5 Wednesday 8/10	**Disrupting the School to Prison Pipeline** ***Introduce Cultural Context of our Students, Families & Communities Assessment*	**Shalaby-** Introduction to *Troublemakers* **Noguera, P.** (2003). Schools, Prisons and Social Implications of Punishment: Rethinking Disciplinary Practices. *In Theory into Practice. 42(4). p. 341-350*

		Complete weekly reflection - Entry 4
Class 6 Wednesday 8/24	**Racial and Radical Healing w/Dr. Farzana Saleem**	*Complete weekly reflection - Entry 5*
Class 7 Wednesday 8/31	**'Critical Hope'**	**Duncan-Andrade**- *Note to educators* *Complete weekly reflection - Entry 6*
Class 8 **Thursday** 9/8	**Dilemmas in our Work**	***Optional: Cuban, L.*** *(2001). How can I fix it? "A problem can be solved; a dilemma needs to be managed." Teachers College Press.*
Class 9 Wednesday 9/14	**The Cultural Context of our Students, Families and School Communities**	**DUE: The Cultural Context of our Students, Families and School Communities - Final Project** **Present Final Projects**
Class 10 Wednesday 9/21	**Community Celebration + Reflection Elementary (Whole Community)**	