



## STANFORD TEACHER EDUCATION PROGRAM

### SECONDARY TEACHING SEMINAR

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

3 units

Summer, 2023

|                     |                   |  |
|---------------------|-------------------|--|
| Instructional Team: | Jeff Camarillo    | <a href="mailto:jcamarillo@stanford.edu">jcamarillo@stanford.edu</a>   |
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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 (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 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 in our collective work. This course will critically examine the connections among 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 grounded in our core values of love, joy, community, equity and justice, each of which is connected with themes you will be examining throughout your year in STEP:

- *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:**

### **Attendance and Professional Educator Communication:**

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.

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 CT + 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:**

- Everyone will be a student teaching at a summer school in Sunnyvale called Stanford Summer Explorations at 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 of your Summer Field Placement Experience 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).
- 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.

### **Coursework**

Complete all assignments carefully, thoughtfully, and on-time. If you need an extension please let your instructors know. 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. Our philosophy on assessment and grading is that everyone starts with an A grade and we work with students and support them with feedback to enable them to, when necessary, revise and resubmit assignments, working towards a grade A assignment.

### **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.

<https://communitystandards.stanford.edu/policies-guidance/honor-code>

### **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 Dialectic 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 the 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.

[The Multiple Contexts of Our Work: Knowing, Understanding, and Affirming Our Students, Families and School Communities](#) – PechaKucha Presentation - Due September 13th 2023

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 July 31st 2023

Complete a Self-Assessment of Field Placement Experience and Participation

**Summer Seminar Sessions**

| SESSION   | FOCUS  | READINGS & ASSIGNMENTS DUE   |
|---|--|--|
| Class 1<br>Wednesday 7/5<br><b>Group 1</b><br>8:35-10:15<br><b>Group 2</b><br>10:50-12:30 | <b>Welcome to Seminar and Summer Supervisory</b>           |  |
| Class 2<br>Tuesday<br>7/18<br>3:15 - 5:15   | <b>Meeting the Moment: Our Current Context</b>             | <a href="#"><u>Love</u></a> - Chapter 1-We Who Are Dark from <i>We want to do more than survive</i><br><br><a href="#"><u>Simmons</u></a> - <i>How to be an Anti-Racist Educator</i>   |
| Class 3<br>Wednesday<br>7/26<br>3:15 - 5:15   | <b>Racial Identity</b>                                     | <a href="#"><u>Tatum</u></a> - <i>Talking about race</i><br><br><a href="#"><u>DiAngelo</u></a> - introduction to <i>White Fragility</i><br><br><a href="#"><u>weekly reflection - Entry 1</u></a> Due                         |
| Class 4<br>Wednesday<br>8/2<br>9:15 - 11:15   | <b>Teaching for Educational Freedom and Racial Justice</b> | <a href="#"><u>Love</u></a> - Chapter 5 from <i>We want to do more than survive</i><br><br><a href="#"><u>hooks, b.</u></a> (1994). <i>Teaching to Transgress: Education as the Practice of Freedom</i> . Routledge. pp. 1-22. |

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|   |   | <a href="#">weekly reflection - Entry 2</a> Due   |
| Class 5<br>Wednesday<br>8/9<br>3:15-5:15    | <b>Dismantling Structural/Systemic Racism in Schools</b>  | <a href="#">Chapman</a> - <i>Is integration a Dream Deferred?</i> pp. 316-319, & Conclusion pp 322-323<br><br><a href="#">Coates</a> - pages 1-33 from <i>Between the world and me</i> .<br><br><a href="#">Gorski</a> - <i>Avoiding Racial Equity Detours</i><br><br><a href="#">weekly reflection - Entry 3</a> Due |
| Class 6<br>Wednesday<br>8/16<br>3:15 - 5:15 | <b>A Focus on Teacher Wellness</b>  | No Reading<br><a href="#">weekly reflection - Entry 4</a> Due   |
| Class 7<br>Wednesday<br>8/23<br>3:15 - 5:15 | <b>Disrupting the School to Prison Pipeline</b><br><br><i>**Introduce Cultural Context of our Students, Families &amp; Communities Assessment</i> | <a href="#">Shalaby</a> - Introduction to <i>Troublemakers</i><br><br><a href="#">Noguera, P.</a> (2003). Schools, Prisons and Social Implications of Punishment: Rethinking Disciplinary Practices. <i>In Theory into Practice</i> . 42(4). p. 341-350<br><br><a href="#">weekly reflection - Entry 5</a> Due        |
| Class 8<br>Thursday<br>8/30<br>3:15 - 5:15  | <b>'Critical Hope'</b>  | <a href="#">Duncan-Andrade</a> - <i>Note to educators</i><br><br><a href="#">weekly reflection - Entry 6</a> Due  |
| Class 9<br>Wednesday<br>9/6<br>3:15 - 5:15  | <b>Dilemmas in our Work</b>   | <b>No Reading</b><br><a href="#">weekly reflection - Entry 7</a> Due  |
| Class 10<br>Wednesday<br>9/13               | <b>The Cultural Context of our Students, Families and School Communities</b>  | <b>DUE: <a href="#">The Cultural Context of our Students, Families and School Communities (Parts 1 &amp; 2)</a> - Final Project</b>   |

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| 3:15 - 5:15                                  |  | <b>Present Final Projects</b> |
| Class 11<br>Wednesday<br>9/20<br>3:15 - 5:15 | <b>Community Celebration +<br/>Reflection Elementary<br/>(Whole Community)</b> |                               |

## Summer Workshops

| <b>Date/Time/Location</b>                                  | <b>Workshop Focus</b>   | <b>Facilitators</b>  |
|--|---|--|
| <b>Wednesday, July 19th, 2023, 3:15-5:15<br/>CERAS 300</b> | <b>Reading Across<br/>Disciplines Workshop #1</b>                   | <b>Dr. Michelle Williams, STEP English Clinical Associate + Dr. Sarah Levine, English C&amp;I Lead Professor</b> |
| <b>Thursday, July 20th, 2023, 3:15-5:15<br/>CERAS 300</b>  | <b>Reading Across<br/>Disciplines Workshops<br/>#2</b>              | <b>Dr. Michelle Williams, STEP English Clinical Associate</b>  |
| <b>Tuesday, July 25th, 2023, 3:15-5:15<br/>CERAS 300</b>   | <b>Reading Across<br/>Disciplines Workshops<br/>#3</b>              | <b>Dr. Michelle Williams, STEP English Clinical Associate</b>  |
| <b>TBD:</b>  | <b>Suicide Prevention<br/>Training: A Workshop for<br/>Teachers</b> | <b>GLO Team</b>  |