

## STANFORD TEACHER EDUCATION PROGRAM

### SECONDARY TEACHING SEMINAR

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

2 units

Summer, 2020

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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, and (3) The Seminar sessions.

### Teaching Seminar

This course provides initial preparation and practice in issues and strategies for teaching in classrooms with diverse students. During the summer quarter, we will focus on definitions of teaching for justice and equity by considering how factors such as race shape our schools and our classrooms. These topics seem particularly salient given the current events around us; our world is being re-shaped by a global pandemic and protests against the racial injustice that permeates every aspect of our society. Educators across the nation anticipate that schools will be different from now on, and for many reasons we know that change is necessary even while it is also uncertain. We will study how these and related events shape our understandings about the role of teachers in society and our own identities in schools.

We will also focus on introducing you to STEP, teaching as a profession, the California Standards for the Teaching Profession, the Teaching Performance Expectations, clinical placements (student teaching), classroom observations, and ways of establishing professional and collegial relationships.

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 *Equity & Schooling* course this quarter and your *Adolescent Development* course next quarter: *How do I build community? Who are my students and how do I support them? How do I understand the context of my school in support of my students? What are my legal responsibilities as a teacher? How do I distinguish between the legal responsibilities and dilemmas?*

## 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. Our clinical work will be adaptive to the current conditions of schools, and may involve a combination of distance and in-person student teaching experiences. 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.

### *Seminar Attendance and Participation:*

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).

### **Summer Reflection Assignment- Due August 26th**

This summer we will challenge ourselves and each other to consider what it means to teach for justice. One of our first readings (Hackman, 2005) states that social justice is the combination of goals and process. While this work is ongoing and a career-long endeavor, we ask you to set some goals for your year in the STEP program. Write a 4-5 page reflection where you address the prompts in the assignment, posted on Canvas.

## **The Context of Our Work – PechaKucha Presentation - Due September 23rd**

See assignment details and examples on Canvas.

Part 1: School and Classroom Context

Part 2: Community Context and Community Assets

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 7/29 at 1pm	<b>Introduction to Seminar:</b> <ul style="list-style-type: none"> <li>○ Course agreements</li> <li>○ Identity and teaching</li> <li>○ Danger of a Single Story</li> </ul>	<b>Tatum-</b> <i>Talking about race</i>  <b>DiAngelo-</b> introduction to <i>White Fragility</i>
Class 2 Wednesday 8/5 at 10:30am	What does it mean to you to teach for equity and justice?  June Jordan School for Equity framework	<b>Love-</b> Chapter 1 from <i>We want to do more than survive</i>  <b>Paris-</b> <i>Culturally sustaining pedagogy</i>  <b>Hackman-</b> <i>Five essential components for social justice education</i>
Class 3 Wednesday 8/12 at 10:30am	How do issues of racism impact equity and justice in our schools and society?  Anti-racist teaching	<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 and Anti-Racist Educator</i>
Class 4 Wednesday 8/19 at 1:30pm	Pathologization of children  Disrupting the School to Prison Pipeline	<b>Shalaby-</b> Introduction to <i>Troublemakers</i>  <b>Noguera, P. (2003).</b> Schools, Prisons and Social Implications of Punishment: Rethinking Disciplinary Practices. <i>In Theory into Practice. 42(4). p. 341-350</i>  <b>Ava DuVernay (Netflix) -13th</b>
Class 5 Monday 8/24 at 1:30pm	What do teachers need to consider when teaching for equity and justice?	<b>Duncan-Andrade-</b> <i>Note to educators</i>  <b>Irizarry-</b> <i>For us, by us: A vision for culturally sustaining pedagogies</i>

<p>Class 6 Wednesday 8/26 at 1:30pm</p>	<p>Dilemmas in our work</p>	<p><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> <p><b>Hooks, b.</b> (1994). Teaching to Transgress: Education as the Practice of Freedom. Routledge. pp. 1-22.</p> <p><b>Due: Summer Reflection Assignment</b></p>
<p>Class 7 Monday 8/31 at 1:30pm</p>	<p>Community Building: Understanding race in support of our students and colleagues</p>	<p><b>Diangelo, R.</b> (2018). White Fragility. Beacon Press. Chapters 1 &amp; 2</p> <p><b>Knight, D.</b> (2015). "What's 'Colorism'?". Teaching Tolerance, Issue 51. <a href="https://www.tolerance.org/magazine/fall-2015/whats-colorism">https://www.tolerance.org/magazine/fall-2015/whats-colorism</a></p>
<p>Class 8 Wednesday 9/2 at 1:30pm</p>	<p>Trauma Aware Classrooms, trauma informed teaching</p>	<p><b>Craig, S.</b> (2008). <i>Reaching and Teaching Children Who Hurt: Strategies for Your Classroom</i>. Paul H. Brookes Publishing Co. pp. 1-43.</p> <p><b>National Child Traumatic Stress Network Schools Committee.</b> (October 2008). Child Trauma Toolkit for Educators. Retrieved from: <a href="https://www.nctsn.org/sites/default/files/resources//child_trauma_toolkit_educators.pdf">https://www.nctsn.org/sites/default/files/resources//child_trauma_toolkit_educators.pdf</a></p>
<p>Class 9 Wednesday 9/9 at 1:30pm</p>	<p>The Identities of our Students: their assets and the structures that support these students - Focus on Gender and Sexuality</p>	<p><b>Sadowski, M.</b> (2016). Safe is Not Enough. President and Fellows of Harvard College, Introduction &amp; Ch. 1</p> <p><b>Pascoe, C.J.</b> (2007). Dude, You're a Fag. UC Press, p. 52-83</p> <p>Note: The Pascoe reading will also be assigned in <i>Adolescent Development</i></p>

Class 10 Wednesday 9/23 at 1:30pm	Intersectionality, for us and our students	
<i>In person class</i>	Asynchronous: Present Final Projects	<b>DUE: The Context of Our Work- Final Project</b>