STANFORD TEACHER EDUCATION PROGRAM
Stanford Graduate School of Education

Education 246B: SECONDARY TEACHING SEMINAR

Fall, 2015

Times and Locations: Observation, Planning, Teaching & Debriefing: Field Placement, M-F am.

Seminar Meetings: Tuesday and Wednesday, CERAS 300
3:15 – 5:15 Whole class meeting
5:30 – 6:30 Meeting with University Supervisor and STEP colleagues in small groups

Credits: 5 Units

Instructional Team: Peter Williamson peterw@stanford.edu
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Kristina Dance kdance@stanford.edu

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.

The Seminar Sessions

In the Fall course, we will explore several big questions, each of which is connected with the themes you are addressing in your Adolescent Development course this quarter: What is the context of my work? Who are my students? How can I best support my students? How can I use the context of my work to support my students, and, indirectly, their families and the communities where they live?

Through the fall Seminar, we aim to provide you with opportunities to:

· Work towards being successful in your teaching assignment in a local high school or middle school;
· Get to know the students in your classroom as well as the context of your school and its community;
· Learn more about topics in adolescent health and development;
· Make a deliberate connections between your practical experiences in your clinical placement and your university coursework.
Requirements & Assessment
You are expected to complete the following requirements for the fall Seminar:

Student Teaching and Supervisory:

- Continuous teaching and consistent professional conduct according to the contract and integration plan, including lesson planning, support of individual students, and assessment. Over the course of the year, we look closely at the quarterly assessments from the Cooperating Teacher(s) and the University Supervisor to ensure that these documents demonstrate your increasing understanding of the California Standards for the Teaching Profession (CSTPs) and your growing ability to reflect upon your performance in light of those standards (see Standard 6).
- Writing reflective responses to formal observations by Supervisors (due 48 hours – at the latest, after the observation takes place).
- Completing and/or forwarding all paperwork related to the student teaching assignment in a timely manner. This includes documents such as contracts, induction agreements, and assessments from Cooperating Teacher(s), and University Supervisor.

Seminar Attendance and Participation:
We expect you to 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. Pay attention to STEP’15 class norms.

You are expected to complete all assignments carefully, thoughtfully, and on-time. Late work may be subject to a lower grade. You will receive detailed feedback from the instructor(s) and from your supervisor. If your performance does not fulfill 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).

Reciprocal observation of a STEP colleague
Due November 4

The Context of My Work
- Part 1: Community Context and Community Assets
- Part 2: Synthesis and Reflection
Due November 11
**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](http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm)

**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; website [http://studentaffairs.stanford.edu](http://studentaffairs.stanford.edu)
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<th>SESSION</th>
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<th>READINGS &amp; ASSIGNMENTS DUE</th>
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<tr>
<td>10/21</td>
<td>The Identities of our Students: their assets and the structures that support these students</td>
<td><a href="http://www.projectcornerstone.org/html/developmentalassets.html">http://www.projectcornerstone.org/html/developmentalassets.html</a></td>
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Part 1: Community Context and Community Assets  
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<td>12/2</td>
<td>Suicide Prevention Training</td>
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<td>12/9</td>
<td>Teacher Self-Care and Resiliency</td>
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<td>Employment Workshop #1 with Ruth Ann Costanzo</td>
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