

STANFORD TEACHER EDUCATION PROGRAM

SECONDARY TEACHING SEMINAR

Education 246B: Community Building, 3 units
Pre-Fall, 2019

Seminar Meetings: Wednesdays, CERAS 300

3:00 – 5:15, Whole class meeting

5:15 – 6:30, Meetings with University Supervisors and STEP colleagues in small groups

Instructional Team:

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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.

The Seminar Sessions

In the “pre-fall” 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?*

Through the pre-fall Seminar, you will have 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 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 pre-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 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).

The Context of Our Work – Due September 18 – PechaKucha Presentation, 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 8/14	Community Building Practices	Shalaby, C. (2017). <i>Troublemakers</i> . Introduction hooks, b. (1994). <i>Teaching to Transgress: Education as the Practice of Freedom</i> . Routledge. pp. 1-22.
Class 2 8/21	Community Building: Understanding race in support of our students and colleagues	Diangelo, R. (2018). <i>White Fragility</i> . Beacon Press. Chapters 1 & 2 Knight, D. (2015). "What's 'Colorism'?". <i>Teaching Tolerance</i> , Issue 51. https://www.tolerance.org/magazine/fall-2015/whats-colorism
Class 3 8/28	Dilemmas in our Work Child abuse reporting: Legal and ethical responsibilities	Cuban, L. (2001). How can I fix it? "A problem can be solved; a dilemma needs to be managed." Teachers College Press. Lareau, A. (2003). <i>Unequal Childhoods: Class, Race and Family Life</i> . University of California Press. pp. 221-232 Child Abuse: Educator's Responsibilities (2007). California Attorney General's Office
Class 4 9/4	Trauma Aware Classrooms	Craig, S. (2008). <i>Reaching and Teaching Children Who Hurt: Strategies for Your Classroom</i> . Paul H. Brookes Publishing Co. pp. 1-43. National Child Traumatic Stress Network Schools Committee. (October 2008). <i>Child Trauma Toolkit for Educators</i> . Retrieved from: https://www.nctsn.org/sites/default/files/resources/child_trauma_toolkit_educators.pdf

<p>Class 5 9/11</p>	<p>The Identities of our Students: their assets and the structures that support these students - Focus on Gender and Sexuality</p>	<p>Sadowski, (2016). <i>Safe is Not Enough</i>. President and Fellows of Harvard College, Introduction & Ch. 1</p> <p>Pascoe, C.J. (2007). <i>Dude, You're a Fag</i>. UC Press, p. 52-83</p> <p>Note: The Pascoe reading will also be assigned in <i>Adolescent Development</i></p>
<p>Class 6 9/18</p>	<p>Present Final Projects</p> <p>Disrupting the School to Prison Pipeline</p>	<p>DUE: The Context of Our Work- Final Project</p> <p>Noguera, P. (2003). Schools, Prisons and Social Implications of Punishment: Rethinking Disciplinary Practices. <i>In Theory into Practice</i>. 42(4). p. 341-350</p>