Education 246C: SECONDARY TEACHING SEMINAR

Winter Quarter, 2016

Credits: 5 Units

Times and Locations:

- **Observation, Planning, Co-Teaching, Teaching, and Debriefing:**
  Field Placement Site, M-F, 20 hours/week
- **Seminar Meetings:**
  - Wednesdays 3:15 - 5:15 (See schedule below)
  - Wednesdays 5:30 - 6:30 - Meeting with University Supervisor and STEP colleagues in small groups

Instructors:
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- Meghann Tovar  mztovar@stanford.edu

Course Text:

Goal of Seminar:
Each quarter, the Seminar/Practicum serves to connect the university-based curriculum with your clinical work in the schools. During this quarter, we will focus on developing your knowledge base, skills, and strategies for designing and using multiple assessment tools in your classroom. You will also become more informed about the current state and federal testing policies. You will begin to plan for the PACT Teaching Event and continue to assemble your STEP Graduation Portfolio.

In designing this course, we have the following over-arching goals:
- To expand the knowledge base and the repertoire of skills that inform how you design an assessment system to support the learning and achievement of all students in your classroom
- To make connections between your practical experiences in the classroom where you teach and the content of your courses in STEP
- To provide regular occasions for your supervisors to meet with you and your colleagues in small group settings.
Candidate Work and Assessment:

You are expected to complete all assignments carefully, thoughtfully and on-time. You will receive detailed feedback from the instructors and from your supervisor. If your performance does not fulfill the expected standard, you will be asked to revise and resubmit. Late work may be subject to a grade penalty. Make sure you get all the assistance you need from your peers, your supervisors, and from the instructors.

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 are looking 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 teaching in light of those standards (see Standard 6).

♦ Writing reflective responses to formal observations by Supervisors (three per quarter, due one week after the observation takes place).

♦ Completing and/or forwarding all paper work related to the student teaching assignment. This includes assessments from Cooperating Teacher(s), and University Supervisor.

Class Attendance and Participation:

We expect you to fully attend each session. 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.

Assignments:

♦ Analysis of Student work Due: Wednesday, January 27, 2016
♦ PACT Context Commentary DRAFT Due: Wednesday, February 10, 2016
♦ Assessment and Grading Plan Draft due: Friday, February 26, 2016
  Final Assignment due: Friday, March 11, 2016

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

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; web site http://studentaffairs.stanford.edu/oaе.

The assignments are assessed as meeting the standard (pass) or not meeting the standard (re-do). The course will be graded A, B, C, I (incomplete), or NC (no credit).
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<th>Date</th>
<th>Focus of Class Session</th>
<th>Readings and Assignments</th>
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| Class 1 1/6 | Road Map: Winter – Spring  
Introduction to PACT and connection to essential question/course | Go to the PACT website (www.pacttpa.org) under “Supporting Documents for Candidates” download:  
- Teaching Event Handbook for your content area  
- Rubric for your content area  
Please give these documents a close read – annotating, highlighting and noting any questions that you have – we will be using these documents and your notes in class. |
| Class 2 1/13 | Foundations of assessment                                                                 | Ormrod: Assessing Student Learning, pp. 632-671  
Stiggins: Assessment Crisis: The Absence of Assessment FOR Learning                                                                                                                                                  |
| Class 3 1/20 | Assessment of and for learning (Part I)                                                 | Black & Wiliam: Inside the Black Box  
Black et al.: Working Inside the Black Box  
Prepare for reading quiz                                                                                                                                                                                           |
| Class 4 1/27 | Assessment of and for learning (Part II)                                                | W. James Popham: What’s Wrong and What’s Right with Rubrics, Educational Leadership, 1997  
Dylan William: Embedding Formative Assessment, pp. 41-47  
Gonzales: Your Rubric is a Hot Mess: Here’s How to Fix It  
Analysis and class set of student work due                                                                                                               |
Brookhart: Feedback that Fits  
Reeves: Elements of Grading, Introduction, Chapters 1-2                                                                                                                                                            |
| Class 6 2/10 | Grading and reporting (Part I)                                                          | Reeves: Elements of Grading, Chapters 3-4-5-6  
PACT Context Commentary Draft Due                                                                                                                                                                                      |
| Class 7 2/17 | Grading and reporting (Part II)                                                         | Guskey & Bailey: Developing Grading and Reporting Systems for Student Learning, Chapters 4-5-6  
Optional Reading - Reeves: Leadership and Effective Feedback: The Dilemmas of Grading                                                                                                                                 |
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<tbody>
<tr>
<td>Class</td>
<td>8</td>
<td>Bring Assessment Plan draft to class for peer review&lt;br&gt;Rough draft of Assessment Plan due on February 26th</td>
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<tr>
<td>2/24</td>
<td>Grading and reporting (Part III)</td>
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<td>Peer review/feedback of assessment plan drafts</td>
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<td>3/2</td>
<td>Standardized Achievement Tests: Implications for Teaching and Learning</td>
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<td>Class</td>
<td>10</td>
<td>Assessment and Grading Plan Final Due Friday, 3/11</td>
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<td>3/9</td>
<td>The PACT Teaching Event: Assessment of, for and as learning</td>
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