

## **Stanford Teacher Education Program**

**Graduate School of Education**

**Stanford University**

**Education 246C: Winter Seminar  
Assessment for Learning and Equity  
Winter Quarter, 2022**

**Units: 3**

### **Times and Locations:**

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 colleagues in small groups

### **Instructors:**

<b>Jeff Camarillo</b>	<a href="mailto:jcamarillo@stanford.edu">jcamarillo@stanford.edu</a>
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### **Course Texts:**

**Joe Feldman** (2018), *Grading for Equity*. Corwin

Readings posted on Canvas

### **The STEP Teaching Seminar: 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 Advisory program and (4) The Seminar sessions.

### **Requirements & Assessment**

You are expected to complete the following requirements for each quarter:

*Clinical work and Supervisory:*

- We work with our school partners to determine the scope and shape of student teaching each quarter. We rely on our *quarterly assessments* from the Cooperating Teacher(s) and the University Supervisor (at the end of each quarter) 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 each quarter. 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.

*Secondary Advisory Participation and Attendance:*

Socio-emotional learning (SEL) and community building are both foundational aspects of building an antiracist, safe and inclusive classroom for students of diverse backgrounds, identities and intersectionalities. Many Bay Area schools and schools throughout the nation have an Advisory class built into their schedule in which teachers facilitate SEL and community building. SEL and the holistic wellness/development of young adults should not be compartmentalized into one slice of the school day, and should absolutely be integrated into every class you will teach next year and beyond. It is critical that STEP equip every teacher candidate with the tools, resources and modeling to become an effective SEL practitioner. For this reason, STEP secondary has developed an Advisory arc as part of the seminar experience to ensure that STEP TCs have a space to explore SEL and community building with a group of experienced and diverse SEL practitioners and school leaders (*mentors*) leading and modeling SEL and community building practices for them in advisory spaces. STEP Secondary Advisory will meet three times a quarter. Please attend and be engaged in each Advisory session and a short SEL focused written reflection will be due at the end of each quarter as part Seminar course.

**Course Assessment and Grading:**

Students are expected to attend all classes, participate actively and submit all assignments. 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.

Each assignment includes instructions that describe the standards and expectations. Comments will be given on each assignment and it will be made clear whether the standard achieved is satisfactory. Students must rewrite assignments that are not satisfactory, although they must be

resubmitted by the final date of the course to avoid an incomplete. All assignments must be completed by the due date unless prior arrangements have been made.

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).

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 meet the expected standards, you will be asked to revise and resubmit. Make sure you get all the assistance you need from your peers, your supervisors, and from the instructors.

### **The goals of the Winter Seminar course**

- To expand your knowledge of and skills for designing assessment systems to support the learning and achievement of all students in your classrooms;
- To consider how assessment systems can be transformative powerful tools for learning, equity and justice
- To develop a plan for your own assessment and grading that has equity and justice as its central focus

#### *Assignments:*

<b>Course Assignments</b>	
Analysis of Student work	Due in class: Wednesday, February 2
Assessment and Grading Assignment	Final assignment preparation prompts, due in class: Wednesday, March 9 Write-up due: Friday, March 18th

### **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>

### **Accessibility:**

*Students with documented disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC 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 SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).*

### Course calendar

*(Please note that the topics and readings may change as your instructors respond to student progress, needs and feedback)*

Date	Focus of Class Session	Readings and Assignments
Class 1 1/5	Introduction to the State teacher performance assessment (edTPA)	Download the following two documents: <ul style="list-style-type: none"> <li>● “The Handbook”</li> <li>● “Making Good Choices”</li> </ul> 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 1/12	Transforming Assessment for Justice and Equity	Carter. P. and Welner, K. <i>Building Opportunities to Achieve</i>  Gutiérrez, R. A <i>"Gap-Gazing" Fetish in Mathematics Education? Problematizing Research on the Achievement Gap</i>  Love, Teachers, We Cannot Go Back to the Way Things Were

		<p>Further (optional) readings: 1) Ladson-Billings, G. <i>Lack of Achievement or Loss of Opportunity</i>, 2) Barnett, W. and Lamy, C. <i>Achievement Gaps Start Early</i>, and 3) Welner, K. and Carter, P. <i>Achievement Gaps Arise from Opportunity Gaps</i></p>
<p>Class 3 1/19</p>	<p>Assessment of and for learning: An Introduction</p>	<p>Stiggins: <i>Assessment Crisis: The Absence of Assessment FOR Learning</i></p> <p>Boaler, Dance, Woodbury, <i>From Performance to Learning: Assessing to Encourage Growth Mindsets</i></p> <p>Black et al.: <i>Working Inside the Black Box</i></p> <p>(Optional) Black &amp; Wiliam: <i>Inside the Black Box</i></p>
<p>Class 4 1/26</p>	<p>Assessment of and for learning: Designing Assessments</p>	<p>Darling-Hammond, L &amp; Adamson, F, <i>Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning</i> (<a href="#">Performance Assessment: A Definition, pgs. 7-13</a>)</p> <p>Ormrod, <i>Assessing Student Learning</i>, p. 643- only read table</p> <p>Further (optional) reading: Article summarized in class - <i>Solano-Flores, G., Cultural Validity</i></p> <p>(Optional) Wormeli, R., <i>Fair Isn't Always Equal</i>, Chapter 3.</p>

<p>Class 5 2/2</p>	<p>Assessment of and for learning: Rubrics and Criteria</p>	<p>Wormeli, R. <i>Fair Isn't Always Equal</i>, pp. 44-51</p> <p>Feldman, J. <i>Grading for Equity</i>, Chapter 12, pg. 188-193</p> <p>Gonzalez, J. <i>Your Rubric is a Hot Mess - Here's How to Fix It</i></p> <p><b>Analysis and class set of student work due</b></p>
<p>Class 6 2/9</p>	<p>Assessment of and for learning: Feedback &amp; Peer Review</p>	<p>William, D., <i>Feedback: Part of the System</i></p> <p>Brookhart, S. <i>Feedback that Fits</i></p> <p><b>Bring in class set of student work (same set as 2/2)</b></p> <p><i>Consider beginning the readings for next week: Feldman, J. Grading for Equity, Chapters 3-7</i></p>
<p>Class 7 2/16</p>	<p>Grading and reporting (Part I)</p>	<p>Feldman, J. <i>Grading for Equity</i>, Chapters 3-7</p>
<p>Class 8 2/23</p>	<p>Grading and reporting (Part II)</p>	<p>To be assigned in class: Jigsaw Feldman, chapters 8-10</p> <p><i>Further (optional) reading: Guskey &amp; Bailey: Developing Grading and Reporting Systems for Student Learning, Chapters 4-5-6</i></p>
<p>Class 9 3/2</p>	<p>Grading and reporting (Part III) &amp; Course Consolidation</p>	<p>Feldman, J. <i>Grading for Equity</i>, Chapters 11 &amp; 12</p>

	Guest Panel	
Class 10 3/9	Assessment Plan Group Task	<b>Review and Consolidation of Assessment due in class</b>  <b>Assessment Assignment due Friday March 18th</b>