

Stanford Teacher Education Program

Graduate School of Education

Stanford University

Education 246C: Winter Seminar
Assessment for Learning and Equity
Winter Quarter, 2024

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:

Kristina Dance	kdance@stanford.edu
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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 Seminar sessions and (4) Workshops

Expectations

You are expected to complete the following requirements for the Winter Quarter seminar:

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 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).

- You began your year long school placement in August and you will be observed at least four times each quarter.
- 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.

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>

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 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
- To prepare you for your edTPA state requirement

Assignments:

Course Assignments	
Inventory / self-assessment	Due in class: Wednesday, January 17
Analysis of Student work	Due in class: Wednesday, February 7 (not submitted)
Assessment and Grading Assignment	Final assignment preparation prompts, due in class: Wednesday, March 13 (not submitted) Write-up due: Friday, March 22nd

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
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<p>Week 1 EdTPA Workshop</p> <p>1/10</p>	<p>Introduction to the State teacher performance assessment (edTPA)</p> <p>edTPA workshop (1)</p>	<p>Download the following two documents:</p> <ul style="list-style-type: none"> ● “The Handbook” ● “Making Good Choices” <p>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.</p>
<p>Week 2</p> <p>1/17</p>	<p>Transforming Assessment for Justice and Equity</p>	<p>Carter. P. and Welner, K. <i>Building Opportunities to Achieve</i></p> <p>Boaler, J. <i>Opinion: Can we please stop talking about so-called learning loss?</i></p> <p>Current Assessment Practices Inventory, due in class</p> <p>Further (optional) readings: Gutiérrez, R. A "Gap- Gazing" Fetish in Mathematics Education? <i>Problematizing Research on the Achievement Gap</i></p>
<p>Week 3</p> <p>1/24</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 & Wiliam: <i>Inside the Black Box</i></p>
<p>Week 4</p> <p>1/31</p>	<p>Assessment of and for learning: Designing Assessments</p>	<p>Darling-Hammond, L & Adamson, F, <i>Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning</i> (Performance Assessment: A Definition, pgs. 7-13)</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>Week 5 2/7</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>Gonzalez, J. <i>Your Rubric is a Hot Mess - Here's How to Fix It</i></p> <p>Analysis and class set of student work due in class</p>
<p>Week 6 2/14</p>	<p>Assessment of and for learning: Feedback & Peer Review</p>	<p>William, D., <i>Feedback: Part of the System</i></p> <p>Brookhart, S. <i>Feedback that Fits</i></p> <p>Bring in class set of student work (same set as 2/7)</p> <p><i>Consider beginning the readings for next week:</i> <i>Feldman, J. Grading for Equity, Chapters 3-7</i></p>
<p>Week 7 2/21</p>	<p>Grading and reporting (Part I)</p>	<p>Feldman, J. <i>Grading for Equity</i>, Chapters 3-6</p> <p>Optional: Chapter 7</p> <p>Will read in class: EdWeek Love Article</p>
<p>Week 8 2/28</p>	<p>Grading and reporting (Part II)</p>	<p>To be assigned in class: Jigsaw Feldman, chapters 8-10</p>

		Further (optional) reading: <i>Guskey & Bailey: Developing Grading and Reporting Systems for Student Learning, Chapters 4-5-6</i>
Workshop Thursday 2/29	edTPA workshop (2)	Formal check in with edTPA Advisor on Zoom
Week 9 3/6	Grading and reporting (Part III) & Course Consolidation Guest Panel	Feldman, J. <i>Grading for Equity</i> , Chapters 11 & 12
Week 10 3/13	Assessment Plan Group Task	Review and Consolidation of Assessment (optional scaffold) due Assessment Assignment due Friday March 22nd
edTPA Workshop 3/20	edTPA Workshop (3)	Task 2 - Video share