EDUC246D: SECONDARY TEACHING SEMINAR

Spring Quarter, 2016

Seminar Meetings: Wednesdays, CERAS 300
3:15-5:15pm Whole class meeting
5:30-6:30pm Meetings with university supervisors and STEP colleagues in small groups

Fieldwork, Monday-Friday, 20 hours/week

Instructors:
Peter Williamson peterw@stanford.edu
Kristina Dance kdance@stanford.edu
Colin Haysman chaysman@stanford.edu
Meghann Tovar mztovar@stanford.edu

Course Description

This is the fourth and final course in the STEP Seminar series. This quarter we will focus on preparing you to join the profession next year as a teacher with your own classroom. As we continue to consider issues of assessment, we will shift our focus from the assessment of student understanding (winter quarter) to the assessment and evaluation of teacher performance. Also, we will look at how the contexts of our teaching, both locally and nationally, shape our practice, the schools where we teach, and our profession.

During this quarter candidates conduct their independent student teaching, complete their Performance Assessment for California Teachers, conduct cross-content area observations, and compile their Teaching Portfolios. The STEP Conference will be the culminating event for both this class and the program.

Our weekly assignments will focus on scaffolding the PACT, the summative performance assessment that allows us to examine each candidate’s ability to plan and enact instruction as well as to develop assessment tools and reflect on the teaching process. As in earlier quarters, the Seminar also provides a forum for Supervisors to meet with candidates in small groups. The curriculum for these meetings will be determined by the members of each group, based on the interests and needs they identify.
Assignment Overview

Performance Assessment for California Teachers
The weekly assignments are designed to support you as you complete your PACT. The quality of this support will depend on your timely submission of the various components that will be included for scoring. PACT scores are not included in your grade for this course, but passing the PACT is a requirement for earning a preliminary teaching credential in California.

Teaching Portfolio
For your Teaching Portfolio you will assemble relevant materials from the coursework and fieldwork that you have completed throughout the STEP year. Your Portfolio as three components: 1) your PACT/Teaching Event; 2) your C & I Curriculum Project; and 3) your Document Folder. All components will be submitted through TK20. The PACT Teaching Event is described in detail elsewhere, as is the Curriculum Project.

Your Document Folder may contain the following, but is not limited to:
- Resume
- Literacies sample project
- Adolescent Case Study
- Classroom Management and Leadership Plan
- Language Policies and Practices sample project
- Teaching and Learning in Heterogeneous Classrooms project
- Assessment and Grading Policy
- Special needs case
- Reflections on your supervisor's observations
- Summary analysis and reflection to include:
  - A statement of your philosophy of education
  - How the artifacts in your graduation portfolio reflect your attention to the California Standards for the Teaching Profession
  - How your practice is developing in each of the six areas of these standards
  - Your greatest strengths and your goals for further professional development.
- Any other documents of your choice!

Cross-Content Observation
One of the common practices of practicing teachers is to participate in peer observations with their colleagues. Sometimes these observations occur within one’s content area, but there is also great value in observing colleagues from other content areas. In particular, noticing core teaching practices that cross all content areas is helpful in distilling one’s own practice. And, observing core teaching practices that are central to a given content area may broaden one’s own instructional strategies.

The purpose of the Cross-Content Observation is to provide opportunities for STEP teacher candidates to:
- Observe the teaching context of a STEP teacher candidate in a different content area,
- Use their developing instructional lens to compare and contrast teaching in a different subject from their own,
- Enrich their curricular and pedagogical repertoire through an observation and collegial debrief.
STEP Conference
The conference will be held on **Friday, June 10th, 2016**. It begins at 8:30am and ends at around 5:30pm. Attendance and participation in the whole event is required. Further details about this event will be provided in class.

Assessment

**Field Placement** – In order to complete this portion of the course, candidates must meet all of the expectations related to their field placements, including:
- Independent teaching and consistent professional conduct according to the contract and integration plan, including lesson planning, support of individual students, and assessment. The quarterly assessments from Cooperating Teacher(s) and University Supervisors indicate candidates are developing increasing understandings of the California Standards for the Teaching Profession (CSTPs) and a growing ability to reflect upon their teaching in light of those standards.
- Completing all paperwork related to your teaching placement. This includes documents such as contracts, agreements, and advancement to independent student teaching forms, as well as assessments from Cooperating Teachers and University Supervisors.
- Written reflections for formal observations by Supervisors (three per quarter). These will be included in the Teaching Portfolio (see above).

**STEP Conference** - Attendance throughout the day and one oral presentation.

**Graduation Portfolio** - Completion and timely submission.

**Grading**
This course will be graded on a letter grade system of A, B, I (incomplete), or NC (no credit) according to the following criteria:
- **Mastery and professionalism**, determined by Cooperating Teachers and Supervisors in quarterly assessments.
- **Attendance and participation**, determined by candidates attendance at all Seminar classes, supervisory sessions, and teaching placement days on time. Any absences or tardiness is communicated in advance.
- **Meeting deadlines**, determined by candidates completing and submitting all paperwork related to the student teaching placement on or before the deadline, and submitting the components of PACT in a timely manner. Candidates may receive an incomplete if the necessary documents are not submitted on time.
- **Application of course content**, determined by candidates fully meets evaluation criteria for the STEP Teaching Portfolio and the Cross-Content Observation.

| Complete draft of PACT due to TEAs on Monday, April 25th, 2016 |
| PACT due on Monday, May 2nd, 2016 |
| Complete Graduation Portfolio due on Wednesday, June 1st, 2016 |
## Seminar Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus of Class Session</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| **Class 1 3/30** | Welcome to Spring Quarter  
Roadmap  
The state of the country | Due: PACT: Planning Task |
| **Class 2 4/6** | Models of schooling                                                                      | Due: PACT: Instruction Task |
| **Class 3 4/13** | Special needs joint Seminar                                                             | Due: PACT: Assessment Task |
| **Class 4 4/20** | Effective teaching: What is it?  
How do we recognize it? How do we measure it? | Due: PACT: Reflection Task  
Due: PACT Complete draft to TEAs on Monday, April 25th |
| **Class 5 4/27** | Supporting and mentoring beginning teachers                                             | Due: PACT submitted by Monday, May 2nd |
| **Class 6 5/4** | Conference proposal planning                                                            |                                                |
| **Class 7 5/11** | Credential information – Viviana Alcazar  
The Quintessence of Teaching               |                                                |
| **Class 8 5/18** | Teaching as a sustainable profession                                                    | Due: Conference proposal due, Cross content area observations |
| **Class 9 5/25** | From Pre-Service to In-Service: Beginning Teachers Panel                                | Due: Summary reflection email to instructors      |
| **Class 10 6/1** | The STEP Year: A Retrospective                                                          | Due: Teaching Portfolios |

June 10, STEP Conference

June 12, Graduation 😊