

## Stanford Teacher Education Program

Graduate School of Education

Stanford University

**Intersectionality, Culture and Identity in Diverse California Schools & Communities**

**Education 246D: Spring Seminar**

**Spring 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:**

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### Course Description

This is the fourth and final course in the STEP Seminar series. This seminar class will build upon the summer experience of exploring Race, Intersectionality and Identity in schools by going deeper into the intersection of culture, identity and community in diverse Bay Area schools. This seminar will elevate the voices, cultures and lived experiences of a diverse range of Bay Area educators, activists and community leaders to provide STEP teacher candidates with a practical lens into the ways in which culture and identity intersect with theory and teaching praxis. We will continue to critically examine how our own identities and positionality relate to our work with students and families. Using the Bay Area as a case-study, this introductory experience will provide a foundation to your life-long journey of being an anti-racist educator wherever you go.

Furthermore, our spring seminar will support your edTPA work through collaboration and sharing. We will use that process to learn from each other, and ultimately submit our edTPA portfolios.

During this quarter you will launch or continue your independent student teaching, compile your Teaching Portfolios, and complete your STEP year Summary Reflections.

Secondary Seminar, Spring 202

Camarillo, Dance, Travis & Williams

As in earlier quarters, Seminar 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.

### Course Essential Questions

- How do we embrace and lift up the power of intergenerational knowledge, wisdom and cultural assets of historically marginalized communities, students, and families?
- How can we further evolve as culturally sustaining and community oriented practitioners through continued learning about cultural history, intersectional identity and community contexts?

### Assignments

The assignments for this course include:

- Completion of fieldwork
- A STEP Summary Reflection
  - A focus on culture, identity and community of the school/district in which teacher candidates will launch their teachers careers
- A Teaching Portfolio, which is a collection of your key assignments from this year

The assignments are described in more detail in Canvas.

### 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).*

### Seminar Calendar

Date	Focus of Class Session	Readings and Assignments
Class 1 3/30	Latinx Culture, Identity and Intersectionality in Bay Area schools and communities through a lens of <i>familia</i>	<a href="#">Abuelita Epistemologies: Counteracting Subtractive Schools in American Education</a> By Sandra M. Gonzales

	<p>Panel discussion with STEP alumni:  Ana Torres, Math teacher/coach in San Mateo Unified School District, Oakland Native  Jose Manny Martinez, Ethnic Studies and English teacher, Leadership High School-SF  Irene Castillon, Asst. Principal-Cristo Rey San Jose, founding Academic Dean-Luis Valdez Leadership Academy, Hennemein Fellow and USF Doctoral Candidate</p>	
<b>Class 2 4/6</b>	<p>Black Culture, Identity and Intersectionality in Bay Area Schools and Communities through a workshop on cultural and racial healing led by Karega Bailey, activist, community leader, artist and Founding Dean of Rose in Concrete school in Oakland, CA</p>	<p>Reading(s) TBD by Michelle  <a href="#">Problematizing Code Switching by Nana Kofi Nti</a>  (5 min video)  ½ page to page reflection connecting the workshop, video and reading due by May 4th</p>
<b>Class 3 4/13</b>	<p>EdTPA Workshop led by Colin</p>	<p><b>Due in class for sharing:</b> edTPA Instruction Task and Commentary DRAFT &amp; edTPA Assessment Task and Commentary DRAFT</p>
<b>Class 4 4/20</b>	<p>Optional EdTPA Support Session and/or Celebrate Submission of EdTPA  (No class)</p>	
<b>Class 5 4/27</b>	<p>Beyond Equity Workshop: Feminist Approaches to Education &amp; Gender Justice</p>	
<b>Class 6 5/4</b>	<p>Asian-American Intersectionality, Culture &amp; Identity in CA schools and communities</p> <p>Panel featuring:  Jai David, Principal, Gateway Middle-SF, Filinox-American immigrant and Oakland native  Mandy Lau, English and Early College teacher teacher, Milpitas Unified, SJ native and longtime veteran ESSJ educator  Thianne Le, STEP Teacher Candidate?</p>	<p><a href="https://www.npr.org/sections/codeswitch/2017/04/19/524571669/model-minority-myth-again-used-as-a-racial-wedge-between-asians-and-blacks">https://www.npr.org/sections/codeswitch/2017/04/19/524571669/model-minority-myth-again-used-as-a-racial-wedge-between-asians-and-blacks</a></p> <p>1 other reading from folder</p>

<b>Class 7 5/11</b>	Pacific Islander Intersectionality, Culture & Identity in CA Schools and Communities	<b>Due on Canvas:</b> Cross Content Observation Assignment Due on May 11th by 12 pm (C&I Elective folks due on May 10th/Non C&I Elective folks due May 11th)
<b>Class 8 5/18</b>	Beyond Equity Workshop: Intro to Indigenous Education led by Jarita Grayeyes  Reflection Preparation	
<b>Class 9 5/26</b>	LGBTQ+ Intersectionality in CA Schools and Communities	<b>Due:</b> <a href="#">Summary Reflection</a> , due 5/31
<b>Class 10 6/1</b>	End of STEP YEAR CELEBRATION and APPRECIATION	<b>Due:</b> <a href="#">Teaching Portfolio</a> , due 6/6