

## **Stanford Teacher Education Program**

**Graduate School of Education**

**Stanford University**

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

**Education 246D: Spring Secondary Teaching Seminar**

**Spring Quarter, 2023**

**Units: Varies**

**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 Secondary Teaching 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. We will continue to critically examine how our own identities and positionality relate to our work with students and families. This seminar will elevate the voices, cultures and lived experiences of a diverse range of Bay Area and CA educators, activists and community leaders. How might their culturally sustaining praxis inspire and inform our own? Through your engagement in class activities and assignments, such as dialectical journals, you will have an opportunity to think critically about what decisions you can make as a teacher-leader in your current and future contexts to disrupt systemic racism and white supremacy, while furthering intersectional justice through classroom praxis.

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 early in the spring quarter.

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

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?
- How can we translate course learnings into curricular and instructional decisions and practice that reflect culturally sustaining practices?

### Assignments

The assignments for this course include the following:

- A multi-modal weekly dialectical journal
  - [Secondary Spring Seminar: Dialectic Weekly Journal](#)
- Completion of all Clinical Work responsibilities (see below)
- Prepare a STEP Summary Reflection, due 5/31 (see details on Canvas)
- Complete the STEP Exit Survey, due 6/6 (see link on Canvas and via email)

The assignments are linked below in the syllabus and are featured on Canvas.

### Clinical Work: Student Teaching 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 the Teaching Performance Expectations (TPEs) and ability to reflect upon your performance in light of those standards (Standard 6).
- You will begin 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.
- **Culminating assignment for your Spring student teaching include the following:**
  - Completion of your **edTPA portfolio**
  - Successful completion of your **Independent Student Teaching**, as designed in collaboration with your Cooperating Teacher and Supervisor

- Completion of your **Induction Plan** as part of your final Quarterly Assessment process, in collaboration with your supervisor and CT.. Your Induction Plan is meant to support your continued growth as an educator during your initial years as a practicing teacher.

### Stanford Honor Code and Fundamental Standard

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
<b>Class 1 4/5</b>	Furthering Intersectional Justice in Communities, Classrooms and Schools: The Rationale and Connection to Praxis	<p><b>TedTalk, <a href="#">The Urgency of Intersectionality</a> by Kimberlé Crenshaw</b>  <b>**trigger warning 11:45-17:30, mention of &amp; video compilation of state sanctioned violence against Black women</b></p> <p><b>Reading, Writing, and Racism: Disrupting Whiteness in Teacher Education and in the Classroom, Bree Picower, pgs 1-12 (part of Introduction)</b></p> <p><b>Class 1 Dialectical Journal Due by 4/7 end of day</b></p>
<b>Class 2 4/12</b>	<p>Latinx Culture, Identity and Intersectionality in Bay Area schools and communities through a lens of <i>familia</i></p> <p>Panel discussion with Bay Area Leaders &amp; STEP alumni:</p>	<p><b><a href="#">Abuelita Epistemologies: Counteracting Subtractive Schools in American Education</a> By Sandra M. Gonzales</b></p> <p><b>Class 2 Dialectical Journal due by 4/14 end of day</b></p>

	<p>Ana Torres, Math teacher/coach in San Mateo Unified School District, Oakland Native</p> <p>Irene Castillon, Asst. Principal-Cristo Rey San Jose, founding Academic Dean-Luis Valdez Leadership Academy, Hennemein Fellow and USF Doctoral Candidate</p> <p>Mari Montoy-Wilson, Asst. Director STEP Elementary, EPACS Teacher Leader and Principal</p>	
<b>NO Class 4/19</b>	No Class for EdTPA Submission	
<b>Class 3 4/26</b>	Black Intersectionality and Culture in Bay Area Communities and Co-Conspiratorship with Black educators, students and families w/guest panel and workshop led by STEP and Stanford Undergraduate alum, Darius White and the Urban Ed Academy	<p><b>Readings TBD</b></p> <p><b>Class 3 Dialectical Journal due by 4/28 end of day</b></p>
<b>Class 4 5/3</b>	Gender Justice through a Decolonizing Lens	
<b>Class 5 5/10</b>	<p>LGBTQIA+ Intersectionality: A Student and Educator Perspective</p> <p>Conversations with students from Fremont High (Oakland) and educators from the East Palo Alto Academy</p>	<p>Safe is Not Enough</p> <ul style="list-style-type: none"> <li>○ <a href="#">Introduction</a>, pg 14-19 (book number pages)</li> <li>○ <a href="#">Chapter 1</a></li> <li>○ <a href="#">Magic City Acceptance Academy</a></li> </ul> <p>Class 4 and 5 combined Dialectical Journal due by 5/12 end of day</p>
<b>Class 6 5/17</b>	<p>Asian-American Intersectionality, Culture &amp; Identity in CA schools and communities</p> <p>Panel featuring:</p>	<p><a href="#">Mental Health of Cambodian Refugees 2 Decades After Resettlement in the United States</a> By Marshall, Schell, Elliot; et al</p> <p><a href="#">Intergenerational Trauma and South East</a></p>

	<p>Jai David, Principal, Gateway Middle-SF, Filinx-American immigrant and Oakland native</p> <p>Mandy Lau, English and Early College teacher, Milpitas Unified, SJ native and longtime veteran ESSJ educator</p> <p>Seng So-LBC Community Activist</p>	<p><a href="#">Asian-American Youth in California</a> By Yang &amp; Dinh</p> <p><a href="#">A Dream Denied Education Experiences of Southeast Asian American Youth: Issues and Recommendations</a> (Pgs. 22-24) By Khatharya Um</p> <p>Video: <a href="https://www.pbs.org/video/america-numbers-pass-or-fail-cambodia-town/">https://www.pbs.org/video/america-numbers-pass-or-fail-cambodia-town/</a></p>
<b>Class 7 5/24</b>	<p>Pacific Islander Intersectionality, Culture &amp; Identity in CA Schools and Communities</p> <p>Workshop facilitated by Taimani and John Lauti, Founders of the <a href="#">Ikuna Group</a></p> <p>John Lauti, OUSD Office of Equity: Pacific-Islander, Asian-American &amp; Arab-American Students and Families and Panel Discussion with Pacific Islander Student Club from San Mateo High</p>	<p><a href="#">Understanding a Pacific Islander Young Adult Perspective on Access to Higher Education</a> By Tran; et al</p> <p>Class 6 and 7 combined Dialectical Journal due by 5/26 end of day</p>
<b>Class 8 5/31</b>	<p>Final Secondary Seminar Topic TBD</p> <p>STEP Pinning Ceremony to follow</p>	<p><b>Due:</b> <a href="#">STEP Summary Reflection</a> , due 6/1</p>
<b>6/7</b>	<p>End of STEP YEAR CELEBRATION W/ Elementary</p>	<p><b>Due:</b> STEP Exit Survey, due 6/6</p>