

ED246E: Elementary Teaching Seminar (Practicum)

“Exploring Teaching”

Summer 2020

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Course Description

The STEP Teaching Seminar sits at the nexus of the clinical and academic elements of the teacher preparation program. Pragmatically, the Teaching Seminar serves as the official Stanford University course for three elements of the STEP Elementary curriculum: (1) the student teaching experience, (2) the supervisory program, and (3) the ‘Seminar’ sessions.

The Seminar Sessions

In the summer course, our focus will be on **Exploring the Teaching Profession**, and we will address several big questions: **Why teach? What is (good) teaching? What makes teaching so complex? and Who do we serve and how? How do we build equitable schools and classrooms?**

In addition to these big ideas and essential questions, we will devote class time to each of the following:

- deliberations about the connections between educational scholarship and clinical teaching practice
- discussions of the connections and challenges associated with our varying conceptions and aims related to equity and social justice in the context of teaching and learning in schools and classrooms
- exploration of essential curricular areas for multiple subject teachers, such as health and physical education
- opportunities to support candidates as they navigate their journey into the teaching profession.
- attending to building, supporting and sustaining our own community in STEP.

Weekly readings, discussions, and activities will be orchestrated in conjunction with field experiences in local public schools. The elements of the Teaching Seminar serve as the glue for your experiences in STEP as a whole, and a bridge between scholarship and clinical practice. Through these experiences we will work to develop both conceptual and practical knowledge in service of your preparation as a member of the teaching profession and as an educational leader.

- 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>

- Students with Disabilities.** 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/oae>.

Course Requirements

1. Student Teaching & Supervisory

To complete this section of the course, you must meet **all** of the expectations related to the field placement, including regular attendance and active participation at the STEP/Sunnyvale Summer Explorations program, related planning and supervisor meetings, and all seminar meetings. You are expected to develop and maintain professional and collegial relationships with your cooperating teachers and other school faculty and staff, STEP faculty and staff, and your STEP peers. Professional standards for the teaching profession are articulated in the Quarterly Assessment document (standard 6).

Beginning some time in August, your Supervisor will work with you to design and support your growth and development in your Fall student teaching assignment, based on the STEP design principles as outlined in your Handbook (see Graduated Responsibility, in particular).

2. Summer Explorations Journal + Guided Observations and Reflections

During the four weeks of the Summer Explorations program, you should maintain a journal that includes your observation notes, questions, and reflections on your experiences. This is YOUR journal and may be kept in any form that you like. Your notes and reflections may consider anything that captures your interest. For example, you could focus on the behavior and/or learning of an individual or group of students, your cooperating teacher's curricular and instructional strategies, your thoughts and feelings.

See **Assignment A** for specific Guided Observation and Reflection tasks each week of the Summer Explorations program.

3. Active Seminar Participation

Come to class each week prepared to contribute actively to our course sessions.

Seminar Assignments

Summer

Assignment A: Summer Explorations Guided Observations

Pre-Fall

Assignment B: Physical Education, Movement, and Health Related resources

Assignment C: Context of Our Work: School and Community Study

Assessment Criteria

To receive full credit for course participation, meet all of the following expectations:

- Attendance, promptness, preparation, participation, and professionalism.

To receive full credit on a given assignment, meet all of the following expectations:

- Prompt – Turn your work in on time.
- Complete – Fulfill all stated expectations of an assignment.
- Thoughtful – Take the time and effort to prepare something of meaning and interest.
- Careful – Proof read your work. Follow appropriate rules of grammar, spelling, punctuation, proper citation (APA formatting), etc.

Students will be expected to revise and resubmit work until it satisfies expectations for the course.

Readings

- Cuban, L. (2001). "How can I fix it?"
- Darling-Hammond, L., & Baratz-Snowden, J. (2007). A good teacher in every classroom: Preparing the highly qualified teachers our children deserve. *Educational Horizons*, 85(2), 111-132.
- DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press.
- Edelman, M.A. (1999). "Teachers and their messages," in *Lanterns: A memoir of mentors*, pp. 20-23 and 133-140.
- Gavins, A. (2005). "Being on a moving train." In *Why we teach*, pp. 97-104.
- Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing new access to the general curriculum: Universal design for learning. *Teaching exceptional children*, 35(2), 8-17.
<https://journals.sagepub.com/doi/pdf/10.1177/004005990203500201>
- Howard, T. (2014) "Teaching teachers to reflect on race." <http://www.nea.org/tools/48838.htm>
- Irvine, J. (2010, April). "Culturally Relevant Pedagogy." In *Teaching Tolerance*, pp.57-61.
- Ladson-Billings, G. (1994). *Dreamkeepers*. Chapter 6.
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*, pp. 221-232.
- Paley, V.G. (1997). The girl with the brown crayon.
- Peng, K. (2014, Winter). "Why Teach?" *STATIC: The Journal*, pp. 59.
- Paris, D. (2012). Culturally Sustaining Pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, pp. 92-97.
- Shulman, L. S. (1998). Theory, practice, and the education of professionals. *The elementary school journal*, 98(5), 511-526.
- Singleton, G. (2015). "Courageous conversations about race." Chapter 3: "Why Race?"
- Steele, D. & Cohn-Vargas. (2013). *Identity Safe Classrooms*. Chapter 7. Thousand Oaks, CA: Corwin Press.
- SFUSD. *Teaching Restorative Practices with Classroom Circles*. Amos Clifford, Center for Restorative Process.
- Swanson, S. (2010, March/April). "Be like Charlotte." *Stanford Magazine*, p. 20.
- Swope, S. (2004, December 20). "A lesser form of immortality? It'll do." *Newsweek*, p. 18.
- Tatum, B. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. *Harvard Educational Review*, 62(1), 1-25.

Additional Resources

- California Curriculum Frameworks and Content Standards: <http://www.cde.ca.gov/ci/>
- Child Abuse: Educator's Responsibilities (2007). California Attorney General's Office.