

ED246E: Elementary Teaching Seminar (Practicum)

“Meeting the Moment: Exploring Teaching for Equity, Educational Freedom, & Racial Justice”

Summer 2021

Maricela Montoy -Wilson (mmontoywilson@stanford.edu, 650 -603-6518)
Marissa McGee (marissa.amcgee@gmail.com)

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

During the summer quarter, we will focus on definitions of teaching for justice and equity by considering how factors such as race and identity shape our schools and our classrooms. These topics are particularly salient as we center anti-racist and abolitionist teaching practices to ensure that our schools can embrace the ‘new normal’ we aspire to build in diverse communities. This course will critically examine the connection between race, identity and intersectionality in schools, while preparing STEP teacher candidates to begin their journey as culturally sustaining practitioners committed to transformative and restorative justice.

In the summer course, our focus will be on **Exploring the Teaching Profession in our current context**, and we will address several big questions:

→ **Why teach? What makes teaching so complex? What does it mean to teach for equity, educational freedom and racial justice? How do we build equitable classrooms that afford educational liberation?**

→ **Who am I and how do I show up? How does my identity intersect with my own biases and my practice?**

→ **Who are our students and how do I support them?**

→ **How do we sustain ourselves in this work?**

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 and racial justice** in the context of teaching and learning in schools and classrooms
- **exploration** of essential curricular areas for multiple subject teachers, such as wellness 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, 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. Active Seminar Participation

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

Seminar Assignments

Summer

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

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

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 – Proofread 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

Aguilar, Elena (2018). *Onward: Cultivating Emotional Resilience in Educators*. Jossey-Bass.

- 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.
- Kriete, Roxann (2002). "The Morning Meeting Book." Northeast Foundation for Children.
- Ladson-Billings, G. (1994). *Dreamkeepers*. Chapter 6.
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*, pp. 221-232.
- Love, B. (2019). *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Beacon Press.
- 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.
- Shalaby, Carla (2017). *Troublemakers: Lessons in Freedom from Young Children at School*. The New Press.
- 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.