

ED246F: Elementary Teaching Seminar (Practicum)

Fall 2017

Instructors: Ira Lit, PhD
iralit@stanford.edu

Harper Keenan
hkeenan@stanford.edu

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.

In the Fall Quarter, we will focus our attention on **TEACHING for LEARNING**, exploring the topics of *curriculum, planning, and assessment*. We will explore strategies for developing effective curricula, we will learn to analyze curricula, and we will work on planning for long-term instructional goals. Additionally, we will explore **FAMILY DIVERSITY, EQUITY and INCLUSION** and the connection of those themes to our work as elementary educators.

In addition to these core themes and questions, we will devote class time to each of the following:

- deliberations about the connections between educational theory and clinical practice
- exploration of essential curricular areas for multiple subject teachers, such as health and physical education
- opportunities to support candidates as you navigate your journey into the teaching profession.

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 educational theory 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. A key overarching objective of the course is to help candidates begin to develop a critical stance toward the field of education and the purposes and forms of schooling and teaching in particular.

- 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/oea>.

Readings for the Fall Seminar

Books

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. 2nd edition.

Readings

Eisner, E. (April 2002). The Kind of Schools We Need. *Phi Delta Kappan*, pp. 576-583.

Noddings, N. (1992). *The Challenge to Care in Schools*. New York: Teachers College Press. pp.44-62.

Additional readings will be assigned with advanced notice

Additional Resources

Common Core State Standards: <http://www.cde.ca.gov/re/cc/>

Next Generation Science Standards: <http://www.nextgenscience.org/next-generation-science-standards>

COURSE REQUIREMENTS

1. Student Teaching & Supervisory

To complete this section of the course, you must meet **all** the expectations related to the field placement, including regular attendance and active participation at placement school, related planning and supervisor meetings, and all seminar meetings. You are expected to develop and maintain professional and collegial relationships with the cooperating teachers, STEP staff and faculty, and your STEP peers.

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).

You are expected to complete the following requirements for the Practicum (student teaching) assignment:

- Daily student teaching and consistent professional conduct according to the placement contract and integration plan. The quarterly assessments from the Cooperating Teacher(s) and the University Supervisor will reflect your progress: your increasing understanding of the California Standards for the Teaching Profession and California's Teaching Performance Expectations, your capacity to enact them in practice in your school placement, and your ability to reflect upon and improve your teaching in light of those standards.
- Writing reflective responses to formal observations by Supervisors (three per quarter, due one week after the observation takes place).
- Completing and/or forwarding all paper work related to the student teaching assignment. This includes documents such as contracts, induction agreements, lesson plans, and assessments from Cooperating Teacher(s), and University Supervisor.

The following documents will be reviewed for evidence of your development in your clinical practice:

- Supervisor's Quarterly Assessment
- Cooperating Teacher's Quarterly Assessment
- All documents associated with each observation cycle, including your lesson plans and written reflections.

2. Active Seminar Participation

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

3. Book Club & Wiki Project

See details on p. 4

4Fa. Year-Round Planning Project

See details on p.5.

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 reflection to prepare something interesting.
- Careful – Proofread your work. Rules of grammar, spelling, punctuation, proper citation (APA formatting), etc. should be followed.

Book Club & Educator Resource Project: Family, Diversity, Equity, and Inclusion

GOAL: Throughout the quarter, you will work with a small group of your colleagues to select and read a young adult (YA) novel that addresses themes of family, diversity, equity, and inclusion. This task aims to provide you with an opportunity to explore literature for young people that articulates a variety of perspectives and experiences. As a class, we will create a shared, electronic resource of the YA texts we read and their connections to our work as elementary educators. You and your group will each prepare and share a brief summary of your book and suggested guidelines for how teachers might use this novel in their classrooms. Collectively, we will create a dynamic, online resource to support our work in exploring key themes of family, diversity, equity and inclusion through literature. (Additional details forthcoming)

Step 1: Choose a book. (due 10/13)

Ira and Harper will provide you with a list of suggested books that align to themes of family, diversity, equity, and inclusion. With your colleagues, you may select a book from this list or propose an alternative to us.

Step 2: Meet with your book club.

Together with your book club partners, you will read and explore the YA novel. We will offer one 30 minutes session for book club discussions in class. You should plan at least one additional discussion session outside of class. Ira and Harper will provide some overarching guiding questions to support your work.

Step 3: Prepare materials to contribute to our class' collective resources. (due 12/1)

Follow the guidelines in preparing materials for our collective resource. By the end of the quarter, each group will work together to create your wiki page. The page should include the book title and author, a summary of the general plot (without giving everything away!), and guidelines for teachers who are interested in using the books.

Step 4: Review and comment. (due 12/8)

Review the materials shared by your peers. Offer at least two notes or comments about that work. (Ideas that intrigue you, questions the work raises, areas that could use clarification, etc.).

Final Assignment: Year-Round Planning Project

GOAL: At the end of the quarter you should have a blue print for thinking about your classroom curriculum/program for the year in select content areas. This blueprint WILL NOT be sufficient to guide your daily instruction/practice next year, but it should serve as a useful starting point for developing your classroom program, and it can serve as a reminder of the big questions and big ideas you should bear in mind as you plan with and for your students.

Context: To make this project successful, you will need to have a particular school context in mind: who are the students you are planning for? grade level? language demands? other important characteristics you want to keep in mind? Of course, you will need to modify these plans to meet the particular strengths, interests, and needs of the specific students you'll be working with next year. Having some concrete ideas about the context in which you might work will help in this exercise.

STEP 1: Big ideas

What do you want your students to understand, to know and be able to do by the end of the year?

Select a few Big Ideas to focus on for this planning project. They can be in any subject or content area (or cross subject areas). In your mind and in your professional judgment, what are one or two or three 'big ideas', 'key understandings' or 'generative topics' that you hope to focus on with your students next year?

STEP 2: Assessments

What *authentic* assessment activities will help you understand what your students know and are able to do in relation to your goals for the year? Think about both performance activities that will provide evidence of understanding as well as ongoing formative assessments that will serve as useful guides for your planning and instruction along the way.

STEP 3: Plans/Activities

Working backwards from your goals and assessment plans, what key activities will help direct student learning toward your intended understandings? Outline the projects/units/instructional activities that will be essential in this curriculum. Keep in mind the importance of "enabling skills" that work in service of your larger goals and expectations.

STEP 4: Frame

Now you will need to plot your key activities and assessments into a year-round calendar. This will serve as the blue print to your year-round curriculum plan.

FINAL PRODUCT

Prepare a short document that summarizes your work on this year-round planning document. Approximately 1 page covering each of the topics above: big ideas, assessments, activities, and frame, should be sufficient to get your thoughts across. As with most planning documents, the weight of detail will likely hinge on the activities, but be sure that all elements of your plan are clear and that you provide a calendar to frame the work.

In service of your learning this quarter, below is an outline of Fall Seminar from a UbD perspective:

STEP Elementary Seminar (FALL)

Loose UbD Frame for the Course's Curriculum and Planning Elements

I. Desired Results (selected sample)

A. Big Ideas/Essential Questions

1. On what basis and in what ways do teachers organize their "Big Picture" planning (across curricular areas, time, etc.) in support of student learning?
2. How are curricula organized? toward what ends? how do I know what works?
3. What are some different ways to conceptualize what is important in a school curriculum?

B. Understandings

1. Candidates will strengthen their understanding of theoretical principles that can help guide the development and shaping of their year-long planning and the curriculum materials they use.
2. Candidates will develop a working understanding of one useful form of curriculum design (backward planning).
3. Candidates will begin to consider the role of curricular structure in producing a variety of student learning outcomes.

C. Knowledge & Skills

1. Candidates will be able to clearly articulate big ideas/essential questions toward which they will focus their instruction.
2. Candidates will be able to design and describe specific assessment tasks that link to learning goals.
3. Candidates will enumerate several lessons/activities that support a set of clear learning objectives.
4. Candidates will explore equity as it relates to curriculum and to students' families.

D. Other

1. Candidates will have an opportunity to share questions and dilemmas from the field and to utilize the experience and insights of their peers and instructors to support them.
2. Candidates will continue to grow and develop as teaching professionals and educational leaders.
3. Candidates and instructors will build community, learn from and with one another, and have fun!

II. Assessments

A. Performance Assessment

1. Sketching out a Year-Round Plan

B. Other Assessments

1. General class participation
2. Check-ins
3. Performance in small group activities
4. Short response essays

III. Plans and Activities (See course website.)

STEP Elementary Seminar (FALL)

Loose UbD Frame for the course thread on Family, Diversity, Equity and Inclusion

I. Desired Results (selected sample)

A. Big Ideas/Essential Questions

4. What is a family?
5. How does exploring family offer a pathway for learning about diversity, equity, and inclusion?
6. How can teachers build curriculum and engage in activity and discussion appropriate for elementary school youth that explores meaningful issues around family, diversity, equity, and inclusion?

B. Knowledge, Skills & Understandings

4. Candidates will develop a set of conceptual frames and practical strategies for exploring family, equity, diversity, and inclusion in the elementary classroom.
5. Candidates will develop practical approaches for exploring equity, diversity, and inclusion in the elementary classroom.
6. Candidates will enumerate a set of lessons/activities around a piece of literature with themes related to family, diversity, equity, and inclusion.
7. Candidates will explore equity, diversity and inclusion as it relates to curriculum and to students' families.

II. Assessments

A. Performance Assessment

1. Book club – advertisement and starter kit for teachers.

III. Plans and Activities (See course website.)