

ED246F: Elementary Teaching Seminar (Practicum)

Fall 2019

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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 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
- 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
- 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

Apple, M. W. (2012). Controlling the work of teachers. In *Knowledge, Power, and Education* (pp. 126-141). Routledge.

Benavides, V. (2017). Restorative Schooling: The Healing Power of Counternarrative. *Occasional Paper Series, 2017(38)*, 8.

Deloria, V., Deloria Jr, V., & Wildcat, D. R. (2001). *Power and place: Indian education in America*. Fulcrum Publishing.

Deschenes, S., Cuban, L., & Tyack, D. (2013). Historical perspectives on schools and students who don't fit them. *History of Multicultural Education Volume 5: Students and Student Learning*, 332.

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

Keenan, H. B. (2017). Unscripting Curriculum: Toward a Critical Trans Pedagogy. *Harvard Educational Review, 87(4)*, 538-556.

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

Ryan, C. L., & Hermann-Wilmarth, J. M. (2013). Already on the shelf: Queer readings of award-winning children's literature. *Journal of Literacy Research, 45(2)*, 142-172.

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society, 1(1)*.

Additional readings will be assigned with advanced notice

Additional Resources

California Curriculum Frameworks and Content Standards: <http://www.cde.ca.gov/ci/>

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 your 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, supervisors, 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).

2. Active Seminar Participation

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

3. Book Club Project – Family Diversity, Equity and Inclusion

See details on p. 4

4. Long-term Curriculum 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 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.

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 our course 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. Via stepbookclubs.weebly.com, 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. Collectively, we will create a dynamic, online resource to support our work in exploring key themes of family diversity, equity and inclusion through literature.

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

See the Family Diversity resource page for 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. Ideally, book club groups will include 2-4 people, so that collectively we can explore as many books as possible.

Step 2: Meet with your book club. (due 10/27 and 11/17)

Together with your book club partners, you will read and explore the YA novel. We will offer two 30 minutes session for book club discussions and project work in class (10/27 and 11/17). *You will need additional time outside of class to support your work on this project.*

Step 3: Prepare a Weebly page to contribute to our class' collective resources. (due 11/30)

Follow the guidelines below and prepare a Weebly page on your novel for our collective use. Be creative and build the page as a resource you would like to have access to yourself. Be sure the page includes the following at a minimum. Feel free to use all of the tools available on Weebly and your creativity in responding to these prompts. Keep in mind your audience, who are your teaching peers:

1. Book title and author information
2. A summary of the general plot (without giving everything away!), along with some clarification of how the book connections to our course themes of **Family diversity, equity, and inclusion**.
3. Teacher's frame on the novel: Beyond connections to the themes above, what other potential do you think this piece of literature holds for a teacher (e.g. exploration of a graphic novel, great use of perspective, interesting possibilities to explore voice and audience)?
4. Content and context of the novel: What kinds of background knowledge, resources, and other considerations might a teacher need in order to deftly work with this piece of literature?
5. A list of guiding questions for the student reader to consider while reading the book.
6. An advertisement for the book designed for students – develop a creative pitch to get youth to read this work (video, poster, blog...)
7. One other element to enhance your Weebly page.

Step 4: Review our Weebly site. (due 12/12)

Review the materials developed by your peers and be prepared to engage with and discuss these materials in class.

Final Assignment: Long-term Planning Project

GOAL: At the end of the quarter you should have a blueprint for the development of a long-term curriculum project built around a theme of your choosing, utilizing the UBD design principles.

This project is meant to serve as an opportunity to authentically utilize the key design principles we are exploring this quarter. 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 a meaningful curriculum around ideas that matter to you and 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 / Essential Questions (Draft Due 10/12)

What do you want your students to understand, to know and be able to do at the conclusion of this curriculum project? 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', 'essential questions', 'key understandings', or 'generative topics' that you hope to focus on with your students next year?

STEP 2: Assessments (Draft Due 10/26)

What *authentic* assessment activities will help you understand what your students know and are able to do in relation to your goals for this curriculum? 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 and Activities (Draft Due 11/16)

Working backwards from your goals and assessment plans, what key activities and/or unit blocks 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: Planning Calendar

Now you will need to plot your key activities and assessments into a long-term planning calendar. This will serve as the blueprint to your extended curriculum plan.

FINAL PRODUCT (Due 12/8)

Prepare a document that summarizes your work on this long-term planning project. 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, though 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 long-term 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 Long-term Curriculum 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

1. What is a family?
2. How does exploring family offer a pathway for learning about diversity, equity, and inclusion?
3. 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.)