

ED246F: Elementary Teaching Seminar (Practicum)

Fall 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.

Seminar Sessions – An Overview

There are several planned and potential focus areas for the Fall Seminar.

1. FAMILY ENGAGEMENT: Family Diversity, Equity & Inclusion + School-Family Partnerships

Some essential questions that will guide our exploration are:

- What is a family?
- How does exploring family offer a pathway for learning about diversity, equity, and inclusion?
- 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?
- How can we build effective, meaningful partnerships with families of diverse children?
- What tools and strategies support productive relationships, communications, and conversations with families?

2. COMMUNITY-BUILDING

We will continue to build upon the foundation set in the Summer in order to support our individual and collective growth. We will draw upon and engage in research-based practices (such as Restorative Justice) and make connections to their application in classrooms and schools.

3. DESIGNING AND PLANNING INSTRUCTION

We will launch a “mini-module” to explore the framework of Understanding by Design as one approach to planning long- and short-term instruction. Additionally, we will analyze different examples of lesson plans, building our capacity to approach curriculum development with an orientation of teacher as designer.

4. MEETING THE MOMENT

In order to be responsive to ongoing changes in our current context and integrate your feedback and input along the way, we will need to remain open and flexible in the scope and sequence of our planned content. We may need to update our focus on timely content in any given week, some of which could include the exploration of **schools in our current social-political climate** and issues of **trauma and**

healing, health and wellness. These topics are always relevant to our work in schools, but with some obvious heightened focus presently.

5. STEP: SENSE-MAKING, CONNECTIONS & COHERENCE

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
- 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.

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.

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

Your active and professional participation is an essential component of the success of the course for you and your peers.

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

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 <https://stepbookclubs2020.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.

See full assignment description [HERE](#).

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.

REMINDER AND RESOURCES

- 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>.

FALL SEMINAR 2020: WEEKLY TOPICS – A GENERAL ROADMAP

See Canvas site for up to date information, assignments, readings, etc.

Week	TOPICS
1	<i>Fall Overview & Family Engagement Unit Launch</i> <ul style="list-style-type: none">• Sharing around Family Diversity• Overview of Fall Seminar themes• Connections between the spheres of home and school in this moment
2	<i>Trauma and Healing</i> <ul style="list-style-type: none">• Trauma-Informed Approaches to Teaching and Family Engagement• Family Diversity Concept Mapping: What is a Family?
3	<i>Family Engagement: Family-School Partnerships</i> <ul style="list-style-type: none">• Launch Book Club Project Assignment• Book Club Meeting #1• The Hows & Whys of Effective Teacher-Family Communication

	<ul style="list-style-type: none"> • Introduction to Family-Teacher Communication Observation Checklist
4	<p><i>Family-Engagement & Rehearsal Launch</i></p> <ul style="list-style-type: none"> • Rehearsals 1 & 2: Family-Teacher Conferences • Family Diversity: That's a Family Video
5	<p><i>Family Engagement: Home Visits</i></p> <ul style="list-style-type: none"> • Hows & Whys of Home Visits • Rehearsal 3: Setting Up a Home Visit • Mid-Quarter Reflection
6	<p><i>Restorative Justice & Political Discourse in Schools</i></p> <ul style="list-style-type: none"> • Book Club Meeting #2 • Community-Building – Tier 1 Restorative Circle • Politics & School
7	<p><i>Family Engagement: Students with Dis/Abilities</i></p> <ul style="list-style-type: none"> • Supporting inclusive practices and engaging families of students with dis/abilities • Rehearsal 4: Responding to specific family and student needs • Universal Design for Learning Framework
8	<p><i>Mini-Module: Understanding by Design Part 1</i></p> <ul style="list-style-type: none"> • Understanding by Design (UbD) at a Glance • Analysis of a Course using UbD
9	<p><i>Mini-Module: Understanding by Design Part 2</i></p> <ul style="list-style-type: none"> • Understanding by Design (UbD) at the level of lesson • Analysis: Architecture of a Lesson Plan
10	<p><i>Fall Seminar Wrap-Up</i></p> <ul style="list-style-type: none"> • Sharing Book Club Projects • Reflections & Celebrations