

ED246F: Elementary Teaching Seminar (Practicum)

Fall 2020 | September 24 - December 3

Fridays 9:30 am - 12:30 pm

INSTRUCTORS

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OFFICE HOURS

We are available for Office Hours! Please access our [Google Doc to sign up](#) and reach out via email if you don't see a time that works for you!

COURSE OVERVIEW

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.

There are several foci for the Fall Seminar.

1. DIVERSITY, EQUITY & INCLUSION AND SCHOOL-FAMILY PARTNERSHIPS

Some essential questions that will guide our exploration are:

- What comprises a family?
- How can we inclusively define family in diverse cultural and community contexts?
- Why is engaging with caregivers outside of school integral to supporting the whole child in school?
- What do authentic and meaningful partnerships with families, caregivers and support providers look like?
- How do we cultivate culturally sustaining partnerships with students' families, caregivers and support providers in service of student wellness?
- What tools and strategies support authentic and meaningful relationships and communication with families?
- How can teachers build culturally sustaining curriculum and support students to explore meaningful issues around family diversity, equity, and inclusion?

2. COMMUNITY CARE & SELF-CARE

We will continue to build upon the foundation set in the Summer in order to support our **individual and collective growth and well-being**. 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

Our work to support families will run concurrently as we explore the framework of **Understanding by Design** as one type of approach to planning long- and short-term instruction. As your final assignment, **you will design a mini-unit plan centered around family with a focus on diversity, equity and inclusion**. Additionally, we will analyze examples of instructional plans, building our capacity to approach curriculum development with an orientation of teacher as designer.

4. MEETING THE MOMENT

Embedded in our approach is a priority toward responsiveness to the ongoing changes in our current context, most notably **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. We will also integrate your feedback and input along the way, and will 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 in order to be responsive.

5. STEP: SENSE-MAKING, CONNECTIONS & COHERENCE

In addition to the core themes and questions above, 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, racial justice and educational freedom in the context of teaching and learning
- opportunities for support 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 AND 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 presence and active participation is an essential component of the success of the course for you and your peers. Please come to class **on time** and **prepared**, and engage thoughtfully and respectfully with your colleagues and the course material. You are expected to attend every session and work both inside and outside of class time on your main assignment. If something prevents you from attending class or meeting the assignment deadlines, please communicate with us in advance so we can come up with a plan together.

3. MAIN ASSIGNMENT: Family Diversity, Equity & Inclusion Mini-Unit

There is one main assignment for this course, completed in stages. You will be designing a mini-unit plan focused on the theme of family diversity, equity and inclusion. A full description of the assignment, including rubric, templates and examples are available [HERE](#).

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

If you experience disability, please register with the Office of Accessible Education (OAE). Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter for faculty. To get started, or to re-initiate services, please visit oae.stanford.edu.

If you already have an Academic Accommodation Letter, we invite you to share your letter with us. Academic Accommodation Letters should be shared at the earliest possible opportunity so we may partner with you and OAE to identify any barriers to access and inclusion that might be encountered in your experience of this course.

FALL SEMINAR AT A GLANCE

1	2	3	4	5	6	7	8	9		10	
<i>Sep 24</i>	<i>Oct 1</i>	<i>Oct 8</i>	<i>Oct 15</i>	<i>Oct 22</i>	<i>Oct 29</i>	<i>Nov 5</i>	<i>Nov 12</i>	<i>Nov 19</i>	<i>11/ 22-26</i>	<i>Dec 3</i>	
Bring Artifact				Mini-Unit Proposal Due	GARDEN DAY			Mini-Unit Update Due	BREAK	11/29 - 12/10 Final Mini-Unit Submission Window	

FALL SEMINAR ROADMAP

This roadm ap is subject to change in order to be responsive to our classroom com munity’s needs. Always check Canvas for up-to-date information, assignments, readings, etc.

	ESSENTIAL QUESTIONS	FOCUS AREAS	READINGS/ASSIGNMENTS
1	<p>What com prises a fam ily?</p> <p>How can we inclusively de fine fam ily in diverse cultural and com munity contexts?</p>	<p><i>Fall Sem inar Launch</i></p> <p><i>Storytelling and Artifact Share</i></p> <p><i>Concept Mapping: What is a Fam ily?</i></p>	<ul style="list-style-type: none"> ● Bring an artifact (object of significance, photograph, art, music, etc.) that reflects your personal sense of identity and what family means to you ● Come with a working definition of “fam ily” ● Read Syllabus ● Listen to Episode 1 of “So Get Me: the Alphabet Rockers’ podcast for fam ilies making change!” (20 m in)
2	<p>How can we inclusively de fine fam ily in diverse cultural and com munity contexts?</p>	<p><i>Fam ily Diversity</i></p> <p><i>Broadening Conceptions of Fam ily in Diverse Cultural and Com munity Contexts</i></p>	<ul style="list-style-type: none"> ● Cultural & Com munity Context Guiding Doc ● Review Main Assignment (come with questions)

	Why is engaging with caregivers outside of school integral to supporting the whole child in school?	<i>Intro to Understanding by Design (UbD)</i>	<ul style="list-style-type: none"> • Understanding by Design Guide to Creating High Quality Units • Intro to UbD Videos • UbD Unit Example
3	<p>What do authentic and meaningful partnerships with families, caregivers and support providers look like?</p> <p>How do we cultivate culturally sustaining partnerships with students' families, caregivers and support providers in service of student wellness?</p>	<p><i>Communication with Families and Caregivers</i></p> <p><i>Family Engagement: Equity & Access</i></p> <p><i>UbD: Big Ideas, Essential Questions & Enduring Understandings</i></p> <p><i>Workshop Time: Mini-Unit Brainstorming</i></p>	<ul style="list-style-type: none"> • Creating Welcoming Schools: A Practical Guide to Home-School Partnerships with Diverse Families • Hows & Whys of Effective Communication • Big Ideas & Essential Questions Cheat Sheet
4	<p>What tools and strategies support authentic and meaningful relationships and communication with families?</p> <p>How can teachers build culturally sustaining curriculum and support students to explore meaningful issues around family diversity, equity, and inclusion?</p>	<p><i>Understanding Cultural & Community Context</i></p> <p><i>Family Engagement Role-Plays: Listening Conferences</i></p> <p><i>UbD: Assessments - Performance Tasks and Other Evidence</i></p> <p><i>Workshop Time: Mini-Unit Planning</i></p>	<ul style="list-style-type: none"> • Pre-Work for Cultural & Community Context • Watch and analyze sample video of teacher-parent listening conference
5		<p><i>Family Engagement: Home Visits</i></p> <p><i>UbD: Learning Plan and Activities</i></p> <p><i>Workshop Time: Mini-Unit Planning</i></p> <p><i>Mid-Quarter Course Feedback Survey</i></p>	<ul style="list-style-type: none"> • Mini-Unit Proposal Due • Video from Parent Teacher Home Visits • Home Visits as a Racial Equity Strategy • Tips for Translation/Interpretation
6	GARDEN DAY		

7	<p>What do authentic and meaningful partnerships with families, caregivers and support providers look like?</p> <p>How do we cultivate culturally sustaining partnerships with students' families, caregivers and support providers in service of student wellness?</p>	<p><i>Family Engagement: Restorative Justice Practices</i></p> <p><i>Workshop Time: Mini-Unit Planning</i></p>	<ul style="list-style-type: none"> ● Restorative Justice in Oakland Schools: Tier One. Community Building Circle ● Video: Glenview Elementary School (Oakland): Using Dialogue Circles to Support Classroom Management
8	<p>What tools and strategies support authentic and meaningful relationships and communication with families?</p>	<p><i>Family Engagement: Students with Dis/Abilities</i></p> <p><i>Universal Design for Learning Framework</i></p> <p><i>Workshop Time: Mini-Unit Planning</i></p>	<ul style="list-style-type: none"> ● Hitchcock, et al. Universal Design for Learning ● Connor, et al. Doing the Civil Right Thing
9	<p>How can teachers build culturally sustaining curriculum and support students to explore meaningful issues around family diversity, equity, and inclusion?</p>	<p><i>Family Engagement: Conflict, Trauma & Healing</i></p> <p><i>Family Engagement: Role-Plays: Complex Conversations with Families</i></p> <p><i>Workshop Time: Mini-Unit Planning</i></p>	<ul style="list-style-type: none"> ● Mini-Unit Update Due ● Jesmyn Ward: "On Witness and Repair: A Personal Tragedy Followed by Pandemic" ● A Trauma-Informed Approach to Teaching Through Coronavirus ● Principles for Responding to Children in a Traumatic Time
THANKSGIVING BREAK			
10		<p><i>Fall Seminar Wrap-Up: Reflections & Celebrations</i></p> <p><i>Sharing Mini-Unit Plans</i></p> <p><i>End-of-Quarter Course Feedback Survey</i></p>	<ul style="list-style-type: none"> ● 11/29 - 12/10: Final Mini-Unit Submission Window

