ED246G: Elementary Teaching Seminar (Practicum)
Winter 2017

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ED246: 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. Your grade in this course reflects the degree to which you met expectations in all three areas.

In the Winter Quarter, we will focus our attention on assessment of and for learning and teaching. We will explore strategies for developing effective assessment practices and discuss some of the theoretical underpinnings of assessment decisions in the field.

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 teacher 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 teacher candidates begin to develop a critical stance toward the field of education and the purposes and forms of schooling and teaching in particular.

Attendance and Participation

We expect you to attend every class. If something prevents you from doing so, please communicate with us in advance. Together, we will discuss a plan for how you can make up the material that you miss. Missing more than two classes may result in a grade reduction. We also expect active participation, taking into account that this looks different for different people. Whatever form of active participation you prefer, we expect you to attentively and intentionally engage with the class material and activities.

☐ 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.
### Winter Seminar 2017: Topics, Readings, Assignments

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments due/Notes for class</th>
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<tr>
<td><strong>Session 1</strong>&lt;br&gt;Fri, 1/13&lt;br&gt;1:00-3:15</td>
<td>• Winter quarter roadmap&lt;br&gt;• Overview: edTPA Teaching Event&lt;br&gt;• Why and how we evaluate teachers</td>
<td>1. “Problems with the Use of Student Test Scores to Evaluate Teachers,” Economic Policy Institute, pp1-4 in the PDF (remainder is optional)&lt;br&gt;2. Darling-Hammond: “One Piece of the Whole: Teacher Evaluation as Part of a Comprehensive System for Teaching and Learning,” American Educator (Spring, 2014)&lt;br&gt;3. edTPA Handbook (skim)&lt;br&gt;4. “Making Good Choices” document (skim)</td>
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<td><strong>Session 2</strong>&lt;br&gt;Fri, 1/20&lt;br&gt;1:00-3:15</td>
<td>• Introduction to rubrics&lt;br&gt;• Deconstructing edTPA rubrics</td>
<td>1. Andrade: “Using rubrics to promote thinking and learning.”&lt;br&gt;2. Andrade: “Teaching with rubrics: the good, the bad, and the ugly.”&lt;br&gt;3. edTPA rubrics for Planning (#1-5)&lt;br&gt;4. Context for Learning in Sample edTPA</td>
<td>• DRAFT Task 1, Part A (Context for Learning)</td>
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| **Session 3**<br>Fri, 1/27<br>1:00-3:20 | • Ethics Wrap-Up<br>• Assessment FOR Learning | 1. Stiggins: "Student-Centered Classroom Assessment"
3. Reread pp12-14 in "Making Good Choices" document (from "How do I select the central focus…?" to "What if I have particular lessons...?") |                                  |
<p>| <strong>Session 4</strong>&lt;br&gt;Fri, 2/3&lt;br&gt;1:00-3:20 | • School context in light of standardized testing | 1. Darling-Hammond, “Testing to, and beyond, the Common Core” (Jan/Feb 2014)&lt;br&gt;2. Peruse SmarterBalanced and CST/STAR questions (link on Canvas)&lt;br&gt;3. Read Task 1, Parts B-D of edTPA Sample |                                  |
| <strong>Session 5</strong>&lt;br&gt;Fri, 2/10 | | |                                  |</p>
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<tr>
<th>Time</th>
<th>Session 6</th>
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<td>2. Bring in ideas for Task 1, Parts B-D (lesson plans, instructional materials, assessments)</td>
<td>3. DRAFT Task 1, Parts B-D (lesson plans, instructional materials, assessments)</td>
<td>4. Bring your lesson plans and/or teaching materials for workshop time</td>
<td>5. Bring to class Task 3, parts A, B, and D (evaluation criteria, 3 student work samples, and evidence of criteria)</td>
<td>6. DRAFT Task 3, part C (assessment commentary)</td>
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<td>2. Close read of edTPA rubrics for Instruction (#6-10)</td>
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<td>2. Close read of edTPA rubrics on Assessment (#11-15)</td>
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<td>3. Read Task 3 of edTPA sample</td>
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**Notes:**
- **Session 7:** Bring laptops for video sharing.
- **Session 10:** Bring in a copy of your school’s report card.
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<th>Support for edTPA Task 3</th>
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**Final EdTPA due by Thursday, 3/26 by Noon**
# STEP Elementary Teaching Seminar, Winter Roadmap (DRAFT 11.08.16)

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<tr>
<th>Date</th>
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| **Session 2**<br>Fri, 1/20 1:00–3:15 | Rubrics: What are they?<br>How are they used? How do we create them?<br>Deconstructing edTPA Rubrics | 1. Andrade: "Using rubrics to promote thinking and learning."
2. Andrade: “Teaching with rubrics: the good, the bad, and the ugly.”
3. edTPA Teaching Event rubrics (elementary literacy) |
| **Session 3**<br>Fri, 1/27 1:00–3:15 | Assessment FOR Learning | 1. In edTPA Handbook: Review prompts for Task 2<br>2. Review instructions (posted on Google site) for choosing an appropriate focal area for instruction<br>3. Stiggins: "Student-Centered Classroom Assessment"
| **Session 4**<br>Fri, 2/3 1:00–3:15 | School context in light of standardized testing<br><strong>DUE: edTPA Task 1<br>(Context for Learning)</strong> | 1. Darling-Hammond, “Testing to, and beyond, the Common Core, Principal (Jan/Feb 2014)<br>2. Peruse SmarterBalanced and CST/STAR questions (link and instructions on wiki) |
| **Session 5**<br>Fri, 2/10 1:00–3:15 | Communicating Assessment Findings                     |                                                                                                                                                                                                          |
| Session 6 | Wed, 2/15 3:15-5:15 | Peer support for edTPA Task 2: planning for instruction and assessment  
| --- | --- | --- | --- |
2. TBD |
| Fri, 2/24 10-12:30p | Jesse’s Garden visit | | |
| Session 8 | Wed, 3/1 3:15-5:15 | Analysis of student work  
Whole class data  
Using assessment results to inform instruction | 1. Guskey: “The Rest of the Story”  
2. TBD  
3. Careful review of Teaching Event rubrics on assessment |
| Session 9 | Wed, 3/8 3:15-5:15 | DUE: Bring sample materials (student data) and assessment plans (rubrics, criteria, etc.) from your TE. | |
| Session 10 | Wed, 3/15 3:15-5:15 | Peer support for edTPA instructional videos  
DUE: edTPA instructional video  
Bring laptops for video sharing and course evaluations  
DUE: edTPA Task 4 (Assessment) 3/13 | * bring laptops for video sharing and to complete course evaluations |
Mon, 3/27
By Noon
DUE: FINAL edTPA
Teaching Event

Readings for the Winter Seminar
Readings will be posted on Canvas

Additional Resources
• California Curriculum Frameworks and Content Standards: http://www.cde.ca.gov/ci/
• edTPA resources:
Student Work and Assignments

1. Student Teaching & Supervisory (50%)
Your Supervisor and Cooperating Teacher will work with you to design and support your development in your student teaching assignment, based on the STEP design principles as outlined in your Handbook (see Graduated Responsibility, the California Standards for the Teaching Profession, and the STEP Quarterly Assessment instrument, 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, 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. Weekly Seminar readings and other assignments (20%)
Come to Seminar thoughtfully prepared each week.

3. Seminar Participation (10%)
Your active and professional participation is an essential component of the success of the course for you and your peers.

4. On time submission of Draft edPTA materials (10%)

Assessment
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 to say.
• Careful – Proofread your work. Rules of grammar, spelling, punctuation, proper citation (APA formatting), etc. should be followed.

To receive full credit for course participation, meet all of the following expectations:

• Attendance, promptness, preparation, participation, and professionalism.
General Candidate Responsibilities

☑ Reliable and consistent attendance (for seminar, modules, and field work). Please be on time!

Students and teachers in the field are relying on your participation and attendance, as are your instructors and classmates in your courses. Any absences or late arrivals should be reported to your school sites and instructors as soon as possible. It is your responsibility to arrange to make up any missed time or activities in the field or in your course work.

☑ Timely and thoughtful completion of all assignments.

☑ Active and respectful participation in class.

☑ Commitment to the course, your classmates, and your instructors.

☑ High degree of independence, responsibility, and intellectual resourcefulness

(to search out and make connections across theory, practice, ideas and people)

☑ Positive and professional participation in the field.

While your roles may vary based on course assignments and the needs and requests of your CT and SUP, one primary responsibility is to be a respectful and helpful guest at your school site.

☑ Respect for and cooperation with your CT, the students, and others in the field (parents, principals, other school staff, etc.) is essential.

Clear and open communication with your CT and your SUP is paramount to a successful experience at the school site.

☑ Professional attire and demeanor are expected at your field site.

☑ Please notify your Supervisor of any concerns or issues in the field immediately.