ED246G: Elementary Teaching Seminar (Practicum)
Winter 2020

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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 two or more 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.

Student Work and Assignments

1. Student Teaching & Supervisory

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

Come to Seminar thoughtfully prepared each week.

3. Seminar Participation

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

4. <u>On time</u> submission of Draft edPTA materials

<u>Assessment</u>

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.

edTPA ASSIGNMENTS **Drafts of various edTPA tasks will be due across the quarter. See the course Canvas site for details.**
edTPA Context for Learning DRAFT
edTPA Lesson Plans
edTPA Planning Commentary DRAFT
edTPA Instruction Commentary DRAFT & Video Clips
edTPA Assessments, Criteria, Student Work
edTPA submission to TK20 (MON 3/23 @ noon)
edTPA final check with peer that uploaded materials are complete and videos working
edTPA recommended transfer to Pearson (TUES 3/24-WED 3/25)
edTPA final day to transfer to Pearson (THURS 3/26 @ noon)

Winter Seminar 2020: Topics, Readings, Assignments (draft 12/12/19. See Canvas site for up to date information.)

Date	Topics	Readings	Assignments due/Notes for class
Session 1 Fri, 1/10 9:00-12:00	• Winter quarter roadmap • Overview: edTPA Teaching Event • Why and how we evaluate teachers	1. "Problems with the Use of Student Test Scores to Evaluate Teachers," Economic Policy Institute, pp1-4 in the PDF (remainder is optional) 2. Darling-Hammond: "One Piece of the Whole: Teacher Evaluation as Part of a Comprehensive System for Teaching and Learning," American Educator (Spring, 2014) 3. edTPA Handbook (skim) 4. edTPA "Making Good Choices" document (skim)	• Email Kristin **a picture that relates to your winter break** by Thursday (1/10) at 10am • Complete your final **Ethics assignment** and email it to all members of the discussion group to whom you have been assigned as well as to Eamonn: ecallan@stanford.edu.
Session 2 Fri, 1/17 9:00-12:00	• Introduction to rubrics • 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 rubrics for Planning (#1-5) 4. Context for Learning in edTPA Sample	• Begin talking about dates and topics for edTPA lessons in coordination with CT and Supervisor • **DRAFT edTPA Context for Learning (Task 1, Part A)**
Session 3 Fri, 1/24 9:00-12:00	• **Ethics Wrap-Up with Eamonn** • Assessment FOR Learning, part 1 • Support for Task 1	1. Stiggins: "Student-Centered Classroom Assessment" 2. Stiggins, R.: "Assessment Crisis: The Absence of Assessment FOR Learning" 3. Reread pp12-14 in "Making Good Choices" document (from "How do I select the central focus…?" to "What if I have particular lessons...?") 4. Lesson plans, instructional materials, assessments & Planning Commentary (Task 1, Parts B-E) of edTPA Sample	• Plan dates for edTPA lessons in coordination with CT and Supervisor • Bring in ideas for lesson topics/plans, instructional materials, assessments (Task 1, Parts B-D) for peer review
Session 4 Fri, 1/31 9:00-12:00	• Assessment FOR Learning , part 2 • Support for Task 1	1. Assessment FOR Learning resources (Edutopia articles, 53 Ways, Powerpoint) 2. Lesson plans, instructional materials, assessment & Planning Commentary of edTPA Sample	• **FINALIZE** dates for edTPA lessons in coordination with CT and Supervisor • **DRAFT lesson plans, instructional materials, assessments (Task 1, parts B-D)**

Session 5 Fri, 2/7 9:00-12:00	• Principles of effective feedback • Support for Task 1	1. Brookhart: "Feedback that Fits" 2. Reread lesson plans, instructional materials, assessment & Planning Commentary of edTPA Sample	• **DRAFT Planning Commentary (Task 1, part E)**
Session 6 Fri, 2/14 9:00-12:00	• State assessments & standardized testing • Support for Task 2	1. Darling-Hammond, "Testing to, and beyond, the Common Core" (Jan/Feb 2014) 2. Peruse SmarterBalanced and CST/STAR questions (link on Canvas) 3. Instruction Commentary (Task 2, Part B) of your edTPA Sample	
Session 7 ***Wed, 2/19*** ***2:30-5:15***	• School-level Accountability & the California School Dashboard	1. Readings/resources on California School Dashboard	***edTPA Teaching Window: 2/18-2/28***
Fri, 2/22 **9:45-12:45**	*Garden visit: Ohlone Elementary School*		
Session 8 Wed, 2/26 2:30-5:15	• Analysis of student work • Reteaching • Support for Task 3	1. Guskey "The Rest of the Story" 2. edTPA assessment rubrics (#11-15) 3. Assessment commentary of edTPA sample	• **DRAFT Instruction Commentary (Task 2, part B)** ***edTPA Teaching Window: 2/18-2/28***
Session 9 Wed, 3/4 2:30-5:15	• Analysis of student work, part 2 • Support for Task 3	1. Review edTPA handbook, rubrics, and Making Good Choices documents as needed.	• **Bring to class: evaluation criteria (rubric), student work data (spread on rubric), 3 student work samples, and evidence of feedback (Task 3, parts A, B, and D)** • **Upload video clips to Canvas**

Session 10 Wed, 3/11 2:30-5:15	• Winter Seminar wrap-Up • Support for Task 3	1. Review edTPA handbook, rubrics, and Making Good Choices documents as needed.	• **DRAFT Assessment Commentary (Task 3, part C)** • **Bring to class: 2 Instructional video clips (Task 2, part A) for peer review** **** Bring laptops for video sharing**
Mon, 3/16 1:00-4:00	***Optional edTPA workshop ("Office Hours") in CERAS 308***		