

ED246G: Elementary Teaching Seminar (Practicum) Winter 2021

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

Seminar Sessions – An Overview

1. ASSESSMENT FOR LEARNING

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. We will do so with a lens of and orientation to equity and inclusion. Topics will range from the macro (evaluation of teachers, state and national standardized testing practices) to the local (designing rubrics, evaluating student and class progress, organizing purposeful feedback), and more.

2. COMMUNITY-BUILDING

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

3. 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.

4. 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

Attendance, Participation and Regular Assignments

We expect you to attend every class and to come to Seminar thoughtfully prepared each week. 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, activities, and your peers.

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 student teaching assignment, based on the STEP design principles as outlined in your Handbook (see Graduated Responsibility, in particular).

Summary Assignment

To provide you with time to focus on your edTPA portfolio this quarter, there are **no** assignments beyond the weekly readings and activities. Throughout the course, we will be making connections from broader course themes around assessment to your work on the edTPA.

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>.

WINTER SEMINAR 2021: WEEKLY TOPICS – A GENERAL ROADMAP

DRAFT JAN 6, 2021

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

Week	TOPICS
1	Winter Seminar Overview <ul style="list-style-type: none">• Assessment of and for Learning• Equity and Inclusion in Assessment• Teacher Evaluation and edTPA
2	Rubrics
3	Assessment FOR Learning
4	Assessment FOR Learning, continued
5	Analysis of student work (individual and whole class)
6	Principles of Effective Feedback
7	Standardized Testing and State Assessment Systems
8	School-level Accountability and the California School Dashboard
9	Additional topics
10	Fall Seminar Wrap-Up <ul style="list-style-type: none">• Review and Synthesis of Our Learning• Sharing Possibilities for Spring• Reflections & Celebrations