

ED246G: Elementary Teaching Seminar (Practicum)

Winter 2022 | January 7 - March 11

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 ultimate goal of abolitionist teaching is freedom. Freedom to create your reality, where uplifting humanity is at the center of all decisions.” –Dr. Bettina L. Love, *We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*

In the Winter Seminar course we will focus our attention on assessment for learning and equity, centering each child and determining opportunities to cultivate their genius. We will explore strategies for developing transformative and equitable assessment practices and discuss some of the theoretical underpinnings of assessment decisions in the field. We will incorporate a full reading of Dr. Bettina Love's *We Want To Do More Than Survive* alongside considerations of transformative assessment for learning. We will explore how our current assessment system was created and ways to recenter students in an era that's become hyper focused on accountability. Topics will range from the macro (evaluation of teachers, state and national standardized testing practices) to the local (designing rubrics, assessing student and class progress, giving purposeful feedback), and more. We will also continue to hold space for community and self care.

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 Winter Seminar.

Some essential questions that will guide our exploration are:

1. Community and Self Care

- How can we make space for authentic sharing to build connection and strengthen our sense of self and community?
- What practices support us to continue cultivating authentic healing and trust?

2. Celebrating Identity, Culture and Histories

- What is the role in telling a more accurate and holistic version of history in dismantling oppressive systems?
- How might we amplify historically marginalized voices and identities?

3. History of Assessment

- How did our current assessment practices come to be? Who designed them? In what ways do they serve and oppress students, teachers and schools?

4. Role and Purpose of Assessment for Learning

- What is the purpose and value of assessments in teaching and learning?
- What do/can assessments look like?

5. Reimagining Liberatory Assessment Practices

- What does it look like to move toward more liberatory and inclusive assessment practices?
- How can we, as educators, responsibly utilize assessment to further student growth/success?
- How can we uphold our core values and center students' experience as we engage with assessing and assessment?

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 Winter/Spring 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 as far as possible in advance so we can come up with a plan together for you to make up any missed content/in-class work.

3. ASSIGNMENTS

Due to the significance of the edTPA during this quarter, there is no main assignment for this course. Rather, this course will support you (via weekly homework and in-class learning activities) to explore meaningful and significant elements of assessment in conjunction with 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

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.

Winter SEMINAR ROADMAP

This roadmap is under construction & subject to change in order to be responsive to our classroom community's needs and feedback. We ask for your flexibility and openness around the scope and sequence of our planned content. *****ALWAYS CHECK CANVAS for up -to-date information, homework, readings, etc.*****

	ESSENTIAL QUESTIONS	FOCUS AREAS	HOMEWORK
	<p><i>Each session will offer opportunities for us to connect in community. Thus, the Essential Questions:</i></p> <p><i>“What practices support us to continue cultivating authentic healing and trust?”</i></p>		<p><i>“How can we and will be a bedrock of every session.”</i></p>
1 1/7	<ul style="list-style-type: none"> ● How can we make space for authentic sharing to build connection and strengthen our sense of self and community? ● What is the purpose and value of assessments? ● What do/can assessments look like? ● What does it look like to move toward more liberatory and inclusive assessment practices? 	<p><i>Reconnecting in Community</i></p> <p><i>Winter Seminar Overview</i></p> <p><i>Concept Mapping: Assessments</i></p>	<ul style="list-style-type: none"> ● Bring a picture from Winter Break and be ready to share: What story does your picture tell and why is it important to you? ● Read Syllabus ● We Want to Do More than Survive by Dr. Bettina Love, Ch. 1 ● At the Crossroads: Pedagogical Documentation and Social Justice
2 1/14	<ul style="list-style-type: none"> ● What is the role in telling a more accurate and holistic version of history in dismantling oppressive systems? ● How did our current assessment practices come to be? Who designed them? In what ways do they serve and oppress students, teachers and schools? ● What does it look like to move toward more liberatory and inclusive assessment practices? 	<p><i>Historical Context of Assessments</i></p> <p><i>Reimagining Assessment & Accountability (recurring focus in each session)</i></p> <p><i>Amplifying & Celebrating Black Voices & History</i></p>	<ul style="list-style-type: none"> ● Video: High Stakes Testing and Community Accountability ● Darling-Hammond, “One Piece of the Whole: Teacher Evaluation as Part of a Comprehensive System for Teaching and Learning,” American Educator (Spring, 2014) ● From MLK to #BlackLivesMatter: A

	<ul style="list-style-type: none"> How might we amplify historically marginalized voices and identities? 		<p>Throughline for Young Students by Bret Turner</p> <p>Optional Explore:</p> <ul style="list-style-type: none"> Teaching Tolerance: Teaching MLK With the Social Justice Standards STEP Elementary Class of 2021 Shared Resource Bank on MLK Day, Black History & Black Lives Matter
3 1/21	<ul style="list-style-type: none"> What is the purpose and value of assessments in teaching and learning? What do/can assessments look like? What does it look like to move toward more liberatory and inclusive assessment practices? How can we, as educators, responsibly utilize assessment to further student growth/success? How can we uphold our core values and center students' experience as we engage with assessing and assessment? 	<i>Instructional Rubrics</i>	<ul style="list-style-type: none"> Dr. Love, Ch. 2 Andrade, "Using rubrics to promote thinking and learning" Andrade, "Teaching with rubrics: the good, the bad, and the ugly"
4 1/28		<i>Assessments FOR Learning</i>	<ul style="list-style-type: none"> Dr. Love, Ch. 3 Stiggins, "Assessment Crisis: The Absence of Assessment FOR Learning" Explore and come back w/ an idea to jigsaw: <ul style="list-style-type: none"> Edutopia's "53 Ways to Check for Understanding" Edutopia's short articles on Formative Assessment

<p>5 2/4</p>	<ul style="list-style-type: none"> • What is the role in telling a more accurate and holistic version of history in dismantling oppressive systems? • How might we amplify historically marginalized voices and identities? • What does it look like to move toward more liberatory and inclusive assessment practices? • How can we, as educators, responsibly utilize assessment to further student growth/success? • How can we uphold our core values and center students' experience as we engage with assessing and assessment? 	<p><i>Amplifying & Celebrating Black Voices & History</i></p> <p><i>Analysis of Student Work</i></p> <p><i>Reteaching based on Student Data</i></p>	<ul style="list-style-type: none"> • Dr. Love, Ch. 4 • Michael Hines Tiny Lecture on history of Black History Month • Guskey, Thomas R. "The Rest of the Story" • edTPA Kinder Sample: Task 3 (We'll be referring to this for some in -class tasks) • Resource Collection on Teaching Black History
<p>6 2/11</p>	<ul style="list-style-type: none"> • What is the role in telling a more accurate and holistic version of history in dismantling oppressive systems? • How might we amplify historically marginalized voices and identities? • What is the purpose and value of assessments in teaching and learning? • What do/can assessments look like? • What does it look like to move toward more liberatory and inclusive assessment practices? • How can we, as educators, responsibly utilize assessment to further student growth/success? • How can we uphold our core values and center students' experience as we engage with assessing and assessment? 	<p><i>Amplifying & Celebrating Cultural Traditions (Lunar New Year)</i></p> <p><i>Teacher -to -Student Feedback</i></p>	<ul style="list-style-type: none"> • Dr. Love, Ch. 5 • Brookhart, "Feedback that Fits"

<p>7 2/18</p>	<ul style="list-style-type: none"> • What is the purpose and value of assessments in teaching and learning? • What does it look like to move toward more liberatory and inclusive assessment practices? • How can we, as educators, responsibly utilize assessment to further student growth/success? • How can we uphold our core values and center students' experience as we engage with assessing and assessment? 	<p><i>Student -Engaged Assessment</i></p>	<ul style="list-style-type: none"> • Dr. Love, Ch. 6 • Student -Engaged Assessment Readings & Artifacts (TBD)
<p>8 2/25</p>	<ul style="list-style-type: none"> • What is the role in telling a more accurate and holistic version of history in dismantling oppressive systems? • How might we amplify historically marginalized voices and identities? • How did our current assessment practices come to be? Who designed them? In what ways do they serve and oppress students, teachers and schools? • What is the purpose and value of assessments in teaching and learning? • What does it look like to move toward more liberatory and inclusive assessment practices? 	<p><i>Amplifying & Celebrating Women's History Month</i></p> <p><i>Standardized Testing and Aggregate Assessment Systems</i></p> <p><i>School -level Accountability</i></p>	<ul style="list-style-type: none"> • Dr. Love, Ch. 7 • Explore the CA School Dashboard • Explore Smarter Balanced Practice Tests
<p>9 3/4</p>	<p>GARDEN DAY (exact date to be confirmed)</p>		

10 3/11	<ul style="list-style-type: none">• How can we make space for authentic sharing to build connection and strengthen our sense of self and community?	<ul style="list-style-type: none">• <i>Review and Synthesis of our Learning</i>• <i>Sharing Possibilities for Spring Seminar</i>• <i>Reflections & Celebrations</i>	
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