

ED246G: Elementary Teaching Seminar (Practicum)

Winter 2024 | January 12 - March 15

Fridays 9:00 am - 12:00 pm

INSTRUCTORS

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COURSE OVERVIEW

“Our children are already genius when they come to us in schools and classrooms. We only need to cultivate it...”

- Dr. Gholdy Muhammad



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 readings and practices that support us to consider opportunities to promote 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 (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 exploring our year-long Seminar Big Ideas (see below).

WINTER SEMINAR BIG IDEAS & ESSENTIAL QUESTIONS

1. Celebrating Identity, Culture and Histories

- How might we support our students to understand a more accurate and holistic version of history in service of equity and justice?
- How might we amplify historically marginalized voices, identities, and multiple perspectives?

2. History of Assessment

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

3. 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?

4. 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?

YEAR-LONG SEMINAR BIG IDEAS & ESSENTIAL QUESTIONS

Our areas of focus for the Winter will further support us to continue and deepen our learnings that have emerged from our Summer and Fall quarters within our four overarching course themes:

1. Exploring the teaching profession

Why teach? What is my **purpose**, my **why**? What makes teaching so **complex**? **Who do I serve** and how?

2. Race, intersectionality, and identity in schools

What does it mean to teach for **equity**, **educational freedom**, and **racial justice**? What **connections** can I draw between my **personal experiences** and **my vision of myself as a teacher working toward equity and social justice**?

3. Community care & self-care

What understandings and practices of **community-care**, **self-care**, **resilience** and **joy** will help support my journey, our journey?

4. STEP: Sense-making, connections, and coherence

How do the components of my STEP experience fit together, both practically and in service of my long-term growth as a professional educator?



Last but not least, we will devote class time to make space to live out our core values of **love, joy, equity, community, and justice** in the following ways:

- **deliberating** about the connections between educational scholarship and clinical teaching practice
- **discussing** the connections and challenges associated with our varying conceptions and aims related to **equity** and **social and racial justice** in the context of teaching and learning in schools and classrooms
- **exploring and experiencing** essential curricular areas for multiple subject teachers, such as **play, health, wellness, and the arts**.
- **supporting** one another to successfully navigate our individual and collective journeys
- **building, cultivating, and sustaining** our own **STEP Elementary community**.

COURSE REQUIREMENTS

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.

1. Student Teaching & Supervisory

To complete this section of the course, you must meet **all** of the expectations related to the field placement, related planning and supervisor meetings, and all seminar meetings. You are expected to develop and maintain professional and collegial relationships with your cooperating teachers and other school faculty and staff, STEP faculty and staff, and your STEP peers. Professional standards for the teaching profession are articulated in the Quarterly Assessment document (Standard 6).

Your Supervisor will continue to work with you to design and support your growth and development in your Winter student teaching assignment, based on the STEP design principles as outlined in your Handbook (see Graduated Responsibility, in particular). Regular attendance and active participation at your placement school are expected. You will also be working to

develop professional relationships with your peers and colleagues (Cooperating Teachers, administrators, and staff) at your placement site, as well as the STEP faculty and staff. At the end of the Winter placement, your cooperating teacher and Supervisor will submit a Quarterly Assessment, after meeting with you to discuss and reflect upon your practice and set goals for the following quarter.

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. 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.

edTPA: In addition to meeting the coursework and fieldwork requirements of a credentialing program, the State of California requires that teacher candidates achieve a passing score on the edTPA (or another approved performance assessment) before being recommended for a Preliminary Teaching Credential. These assessments include summative course assignments and all reflections connected with formal observations by Supervisors.

The edTPA Elementary Education assessment is composed of four tasks:

1. **Planning for Literacy Instruction and Assessment**
2. **Instructing and Engaging Students in Literacy Learning**
3. **Assessing Students' Literacy Learning**
4. **Assessing Students' Mathematics Learning**

During Winter Quarter, Elementary candidates are required to attend edTPA workshops hosted by their Academic Advisor and Support Providers in order to support them in successfully completing the edTPA by the target date submission of March 21.

Job Arc Workshops: Elementary Candidates will also engage in required Job Workshops hosted by our Clinical Director to support them in developing strong and compelling materials to support them in their job search:

1. Resume Writing + Cover Letter
2. Interview Skills
3. Mock Interviews with District Administrators

SEMINAR ASSIGNMENTS

Due to the significance of the **edTPA** during this quarter, there is no new main assignment for this course outside of our ongoing **Resilience Plan**. Rather, this course will support you (via weekly pre-work and in-class learning activities) to explore meaningful and significant elements of assessment in conjunction with the edTPA. Further, the course will support you to have ongoing discussions and touchpoints with colleagues in class to support our meaning-making and journey as it pertains to resiliency as an educator. The Resilience Plan will continue to encourage you to choose a mode of expression that supports you to meet your needs of wellness and joy.

In alignment with the pedagogical impact of reflection and formative feedback on student learning and professional growth, we expect students to revise and resubmit work until it satisfies expectations for the course.

RESOURCES & EXPECTATIONS

Stanford Standards. All Stanford students are expected to follow the [Stanford Honor Code](#) and [Fundamental Standard](#), as noted in the STEP Handbook and Stanford Student Guide.

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>.

Religious Beliefs, Observations, and Practices. To observe a day or practice not formally included on the Stanford University calendar, please work with the instructors. Alert us prior to your absence so we can work together on work missed ahead of time.

WINTER SEMINAR ROADMAP

This roadmap is subject to change in order to be responsive to our classroom community's needs. Always check Canvas for up-to-date information, assignments, readings, etc.

	SESSION COMPONENTS	PREWORK/ASSIGNMENTS
Sessions will include ongoing Read Aloud/Discussion Series: Celebrating Identity, Culture and Histories (Accompanied Readings to Come)		
1 1/12	<ul style="list-style-type: none"> ● <i>Reconnecting in Community</i> ● <i>Winter Seminar Overview</i> ● <i>Onward Closing Touchpoint: Ch. 7</i> ● <i>Onward Starting Touchpoint: Ch. 8</i> ● <i>Concept Mapping: Assessments</i> 	<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 ● Read Ch. 7 and 8 Onward and come ready to share during in-class touchpoints
1/16-19	IMMERSION WEEK	
2 1/26	<ul style="list-style-type: none"> ● <i>Historical Context of Assessments</i> ● <i>Reimagining Assessment & Accountability</i> ● <i>Onward Closing Touchpoint: Ch. 8</i> 	<ul style="list-style-type: none"> ● SUBMIT RESILIENCE PLAN UPDATE FOR CH. 8 ● Read The Racist Beginnings of Standardized Testing by NEA ● <i>Additional readings may be assigned</i>
3 2/2	<ul style="list-style-type: none"> ● <i>Assessment for Learning</i> 	<ul style="list-style-type: none"> ● Read Stiggins, Assessment Crisis: The Absence of Assessment FOR Learning ● Read The Secret to Formative Assessment ● Choose 1 to 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>4 2/9</p>	<ul style="list-style-type: none"> • <i>Rubrics & Assessments FOR Learning</i> • <i>Onward Starting Touchpoint: Ch. 9</i> 	<ul style="list-style-type: none"> • Read Onward: Ch. 9 • Read Andrade, "Using rubrics to promote thinking and learning" • Read Andrade, "Teaching with rubrics: the good, the bad, and the ugly"
<p>5 2/16</p>	<ul style="list-style-type: none"> • <i>Analyzing Student Work</i> • <i>Assessment Concept Mapping</i> 	<ul style="list-style-type: none"> • Read Guskey, Thomas R. "The Rest of the Story" • Preview Analyzing Student Work Task
<p>2/23</p>	<p>GARDEN DAY</p>	
<p>6 3/1</p>	<ul style="list-style-type: none"> • <i>Analyzing Written & Oral Feedback</i> • <i>Standardized Testing and Aggregate Assessment Systems</i> • <i>School-level Accountability</i> 	<ul style="list-style-type: none"> • Preview in-class tasks • Read Brookhart, S. Feedback that Fits • Explore the CA School Dashboard • <i>Additional Readings TBD</i>
<p>7 3/8</p>	<ul style="list-style-type: none"> • <i>Student-Engaged Assessments</i> • <i>Onward Closing Touchpoint: Ch. 9</i> 	<ul style="list-style-type: none"> • SUBMIT RESILIENCE PLAN UPDATE FOR CH. 9 • Read Zaretta Hammond on Equity and Student Engagement • Read Excerpts from Leaders of their Own Learning: Transforming Schools Through Student-Engaged Assessment • Read Student-Engaged Assessment Readings & Artifacts for "Jigsaw"
<p>8 3/15</p>	<ul style="list-style-type: none"> • <i>Onward Starting Touchpoint: Ch. 10</i> • <i>Assessment Concept Mapping</i> 	<ul style="list-style-type: none"> • Read Onward Ch. 10