

ED246H: Elementary Teaching Seminar (Practicum)

Spring 2018

Instructor: Ira Lit
iralit@stanford.edu

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.

In the Spring Quarter, we will address several different themes. This quarter we will take a look at schools as a reflection of society and the plethora of issues and dilemmas teacher leaders face in supporting equitable schools and classrooms. In addition we will explore important issues and practical strategies for building positive and productive relationships between home and school. And, as always, we will take the time to support one another in our journeys toward professional and personal growth.

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.

- 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 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.
- Successful completion of your Independent Student Teaching.

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. Seminar Assignments (see Canvas for further details)

- A. Weekly readings and assignments: Come to Seminar thoughtfully prepared each week.
- B. Weekly check-ins
- C. Plan for Family Engagement, as part of your Independent Student Teaching
- D. STEP Graduation Portfolio
- E. Final Summary Reflection activity
- F. STEP Conference project
- G. STEP Exit Survey

3. Seminar Participation

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

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.

Spring Seminar 2018: Topics, Readings, Assignments
(draft 04/07/18. See Canvas site for up to date information.)

	TOPICS	ASSIGNMENTS DUE
SEM.1 Friday, 4/6	<p><i>Spring Overview</i></p> <ul style="list-style-type: none"> • School-Family Partnerships (SFP) • Social and Political Context (SPC) <p><i>School-Family Partnerships</i></p> <ul style="list-style-type: none"> • Building school-family partnerships • Effective conferencing • Simulation1 	<p>*Review course syllabus (posted on Canvas)</p> <p>*Read SFP Articles:</p> <ul style="list-style-type: none"> - Allen: <i>Creating Welcoming Schools</i> - <i>Tips for Parent Communication</i> - (optional) Edutopia SFP resources
SEM.2 Friday, 4/13	<p><i>School-Family Partnerships</i></p> <ul style="list-style-type: none"> • Principles of effective partnerships and communication • Simulation2 <p>Review of course assignments</p> <p>Overview of STEP conference</p>	<p>*Review course syllabus and assignments (posted on Canvas)</p> <p>*Review Canvas site for the STEP Conference</p>
SEM.3 Friday, 4/20	<p><i>School-Family Partnerships</i></p> <ul style="list-style-type: none"> • Written communication • Simulation3 <p><i>Social and Political Context</i></p> <ul style="list-style-type: none"> • School Funding 	<p>*Read Sample IST Welcome Letters</p> <p>*Read articles on school funding:</p> <ul style="list-style-type: none"> • How California's Schools Are (were!) Funded • EdSource School Funding Guide
SEM.4 Friday, 4/27	<p><i>School-Family Partnerships</i></p> <ul style="list-style-type: none"> • Home Visits • Practice phone calls <p><i>Social and Political Context</i></p> <ul style="list-style-type: none"> • Childhood poverty • SNAP and the SNAP Challenge 	<p>*POST DRAFT IST Welcome Letters to Canvas</p> <p>*Watch Parent/Teacher Home Visit Project video: https://www.youtube.com/watch?v=pEn06v3Pl_4</p> <p>*Read PTHVT pdf</p> <p>Read articles on childhood poverty and SNAP:</p> <ul style="list-style-type: none"> • EdWeek: 50 Years Later, the War on Poverty • Children's Defense Fund: State of America's Children, pp. 26-32

		<ul style="list-style-type: none"> • SNAP Challenge reading & SNAP Challenge logs • Trauma informed teaching (via Edutopia)
SEM.5 Friday, 5/4	<p><i>Social and Political Context</i></p> <ul style="list-style-type: none"> • <i>The Bus Kids</i> • The Other Stuff of Schools <p><i>School-Family Partnerships</i></p> <ul style="list-style-type: none"> • Simulation4 	<p>*Read <i>The Bus Kids</i>, C1&C4&C5</p> <p>*Read: <i>Playing Fair: The contribution of high-quality recess (Gardner Center)</i></p> <p>* Post STEP Conference topics/groups</p>
<p>* SEM.6 *</p> Wednesday, 5/9	<p><i>Social and Political Context</i></p> <ul style="list-style-type: none"> • Teachers unions <p><i>School-Family Partnerships</i></p> <ul style="list-style-type: none"> • Working with families of special needs kids • Simulation5 <p>Workshop: IST & STEP Conference</p>	<p>* DRAFT Conference proposal due</p> <p>* Bring ideas/question/materials for conference work</p> <p>*Readings, TBD</p>
SEM.7 Wednesday, 5/16	<p><i>Social and Political Context</i></p> <ul style="list-style-type: none"> • Topic TBD <p><i>School-Family Partnerships</i></p> <ul style="list-style-type: none"> • Homework and reports cards <p>Workshop: IST & STEP Conference</p>	<p>* Welcome letter + Plan for Family Engagement DUE</p> <p>*Readings, TBD</p>
SEM.8 Wednesday, 5/23	<p><i>Social and Political Context</i></p> <ul style="list-style-type: none"> • Topic TBD <p>Workshop: Activity Centers</p> <ul style="list-style-type: none"> • Conference planning • IST prep • STEPpin' Out Surveys • Class Book 	<p>* Bring laptops for the online survey</p> <p>* Bring IST/Conference materials/questions</p>
SEM.9 Wednesday, 5/30	<p><i>Bringing it All Together</i></p> <ul style="list-style-type: none"> • First Weeks of School 	<p>* Read: <u>The First Six Weeks of School</u> (intro + grade level you anticipate teaching)</p> <p>* Bring laptops for the online survey</p>

	Workshop: Activity Centers <ul style="list-style-type: none"> • STEPpin' Out Surveys • Class Book 	* Bring IST/Conference materials/questions
SEM.10 Wednesday, 6/6	Final Seminar: Year in review Final meeting with STEP Secondary & pinning ceremony	* STEPpin' Out Survey (6/7)
Friday, 6/8	End of Year Garden Celebration	+ related School Garden Visits
Monday, 6/4		Graduation Portfolio Due by 3 pm
6.15	STEP CONFERENCE!!!	
6.17	COMMENCEMENT!!!	

Book to purchase:

- Denton, P., & Kriete, R. (2000). The First Six Weeks of School. Northeast Foundation for Children.

Additional Resources

- California Common Core State Standards: <http://www.cde.ca.gov/re/cc/>
- California Curriculum Frameworks and Content Standards: <http://www.cde.ca.gov/ci/>