

ED246H: Elementary Teaching Seminar Spring 2020

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Spring Seminar. A Proposal.

The current global health crisis demands and challenges all of us to revise and amend our plans for teaching, for learning, for community, for wellness, for connectedness, for sustenance, for humanity.

Though the plans and activities may well be different, our aspirations, values and principles should continue to serve us well: We strive to be the best teachers we can be for the students, families and communities that need us. We bring a commitment to quality, equity and inclusion to our work. We do all of it with an orientation that is collegial, caring and humane. This orientation to our work will continue to serve us well, regardless of the context in which we pursue it.

Our goal for this spring is to reshape the Seminar curriculum in ways that best support the health, wellness and professional growth of all of you, and to do so in ways that are apt for the current moment. We'll be honest: the task is a daunting one. But it is also one that educators and families across the globe are facing and rising to meet. In the doing of this work, we can simultaneously learn a lot and demonstrate our solidarity with educators and families doing their best under uncommon circumstance every single day.

Here is a proposal for how we tackle this challenge – together – and truly make the most of the moment:

First, **together is key**. We will build, shape, revise, create, curate this work as a professional community. And we will do so with an understanding that all of us and our communities are living through a crisis while attempting to work through one. We have to find ways to balance those truths.

Under normal circumstances, the spring Seminar offers an opportunity to make a turn toward your readiness for full time teaching, and an exploration of teaching as a leadership profession. Under these uncommon circumstances, those characteristics of the experience are all the more important. Together, we are ready for this.

Further, the key themes (and related enduring understandings) for the spring Seminar course are already well-suited for the moment, to a large degree. The planned focus for the spring Seminar is on **Community** (as always); the importance of and strategies for building **Partnerships among Families and Schools**; exploring the **Social and Political Context of Schooling**, especially as it relates to considering **teaching as a leadership profession** – all with an orientation to **equity and inclusion**. These concepts are all deeply relevant to our work just now, and we will keep them at the core of our work this spring.

Based on your input and our reflections on the moment, we are likely to amend our plans in the following ways, as well:

- Leading our community work with some additional exploration of **trauma and healing, health and wellness**. These topics are always relevant to our work in schools, but with some obvious heightened focus presently.
- The topic of **Schools and Families** is especially timely. Much of the clinical work you will be doing this spring will require meaningful engagement with families and students from their homes. Finding a wide range of meaningful ways to build knowledge and frameworks for this work and to practice it will serve everyone well.
- While we want to be thoughtful (maybe even critical) about the technocratic movement to reshape current (flawed) schooling practices into a potentially more flawed set of distance-learning practices, it is essential that we engage in some intellectual work around these questions and to explore some productive tools and practices in the arenas of **distance learning** and **educational technology**.
- **Assignments** - Our hope is that all of the work we do in the course this spring will be action-oriented, student-centered and a shared responsibility, with strong support along the way.

Thus, this syllabus should be seen as a work in progress. It offers the outlines of a plan forward, with an orientation to modifying along the way, to best suit our collective needs and interests.

We have much to do, much to learn, and we are lucky to be doing it with all of you!

We appreciate all of you!
Ira and Robert

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/oae>.

- ☑ **Mental Health and Wellness.** Stanford has posted a set of resources you may find useful, during the quarter of distance-learning:

“We begin this week with a new [mental health and well-being website](#) developed by Vaden Health Services in response to COVID-19. This site features resources and tips for students as well as a [spring 2020 adaptation](#) of the popular Stanford Red Folder, including [this downloadable version](#). We hope faculty and staff will find this to be a helpful tool during this unique time.”

Student Work and Assignments

Seminar Participation

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

Weekly Check-in via email

Send a weekly update on your experiences to Ira via email by Friday of each week. At this point in the year, you can use whatever form you'd like. You may respond to the traditional questions and rating form and/or design your own format.

Professional Learning Community – Small Group Project

You will take on a shared responsibility for our collective learning this spring. In small groups (2-4), you will identify meaningful topics that connect to the themes of this course. PLC groups will explore the topics and design related products to demonstrate their depth of understand and promote the learning and growth of our professional communities.

The product could be a mini-lesson for our class. You have flexibility over the form. (Could be a slide show, a video, a class activity...). We will have slots set aside in the latter half of the course for PLCs to be responsible for homework assignments or class activities, so we can learn from your expertise.

The product might also be a resource for your larger professional community. For example, you might develop and submit and op-ed to a newspaper, develop a webpage with related resources to share with other educators or families.

We will offer further guidance and support over the course of the quarter.

Student Teaching & Supervisory

Your clinical practice experience remains an essential feature of your STEP experience and your professional development. While the current circumstances necessitate that these experiences will unfold quite differently than we had originally planned, the key frameworks remain the same. Your student teaching experience will be characterized by features such as these:

- supporting teachers, students, families, schools and communities
- learning and growing as a teacher
- taking on more, new responsibilities
- getting feedback, reflecting, learning, growing
- using professional standards (CSTPs, TPEs) as a guide

The specific are going to unfold differently than originally planned, in both predictable and unpredictable ways. That's likely to produce both frustrations and moments of joy and surprise.

You will work collaborative with your Supervisor and Cooperating Teacher to develop a plan to support your growth and the serve your students. You have a strong team here to support you.

Summary Reflection: At the end of the quarter, we will ask you to prepare a brief summary reflection of your growth as a teacher over the course of this year, and where you can highlight areas where you might how to grow next year as a beginning teacher.

Spring Seminar 2020: Weekly Topics – A General Roadmap (DRAFT 04/06/20)
See Canvas site for up to date information, assignments, readings, etc.

Week	TOPICS
1	<p><i>Spring Overview & Collaborative Design</i></p> <ul style="list-style-type: none"> • Professional Learning Communities (PLCs) • School-Family Partnerships (SFP) • Social and Political Contexts of Schooling (SPC) • Community and Schooling in a time of Crisis
2	<p><i>School-Family Partnerships (SFP)</i></p> <ul style="list-style-type: none"> • Principles of effective partnerships and communication • Family Conferences – Rehearsal1 <p><i>Social and Political Contexts of Schooling (SPC)</i></p> <ul style="list-style-type: none"> • School Finance <p><i>Professional Learning Communities (PLCs)</i></p> <ul style="list-style-type: none"> • Designing a collaborative course for teacher leaders
3	<p><i>School-Family Partnerships (SFP)</i></p> <ul style="list-style-type: none"> • Effective written communication • Family Conferences – Rehearsal2 <p><i>Social and Political Context</i></p> <ul style="list-style-type: none"> • Childhood poverty, SNAP challenge
4	<p><i>School-Family Partnerships</i></p> <ul style="list-style-type: none"> • Home Visits • Rehearsal3 (Practice phone calls) <p><i>Social and Political Context</i></p> <ul style="list-style-type: none"> • <i>The Bus Kids</i> • The Other Stuff of Schools
5	<p><i>School-Family Partnerships</i></p>

	<ul style="list-style-type: none"> • Family Conferences – Rehearsal4 <p><i>PLC Topics, Social and Political Context</i></p> <ul style="list-style-type: none"> • TBD • TBD
6	<p><i>School-Family Partnerships</i></p> <ul style="list-style-type: none"> • Working with families of children with dis/abilities • Family Conferences – Rehearsal5 <p><i>PLC Topics, Social and Political Context</i></p> <ul style="list-style-type: none"> • TBD • TBD
7	<p><i>School-Family Partnerships</i></p> <ul style="list-style-type: none"> • Homework, grades and reports cards <p><i>PLC Topics, Social and Political Context</i></p> <ul style="list-style-type: none"> • TBD • TBD
8	<p><i>PLC Topics, Social and Political Context</i></p> <ul style="list-style-type: none"> • TBD • TBD
9	<p><i>Bringing it All Together</i></p> <ul style="list-style-type: none"> • The First Weeks of School • The Year in Review • Reflections & Celebrations
June	GRADUATION CELEBATION (TBD)

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/>

Robert: Any special resources for distance learning, edtech we'd like to highlight here?