

# ED246H: Elementary Teaching Seminar Spring 2021

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## Spring Seminar. A Proposal.

The ongoing global health crisis has demanded and challenged all of us to revise and amend our plans for teaching, for learning, for community, for wellness, for connectedness, for sustenance, for humanity. In many ways, it has allowed us to refine and clarify our values and prioritize a focus on student wellness, as well as our own wellness to sustain us in the work.

In our culminating quarter of Seminar, we aim to support you in a synthesis of our STEP year in a way that allows you to reflect, recharge, and inspire you for life beyond graduation. Further, we aspire to remind you of all the incredible tools you have developed along the way, which will serve you well in your future aspirations. In many ways, this year has equipped you with the most critical skills for a career in education. You are all adept in flexibility, resiliency, and in continual pursuit of balance - for your students and for yourselves.

Despite the ever-changing conditions we find ourselves in, our aspirations, values and principles have guided us throughout: 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.

*Based on your input and our reflections on the moment, here is a proposal for how we tackle this challenge — together — and truly make the most of the moment:*

The theme of our spring Seminar will be “**Imagine**.” We invite you to imagine your future as a teacher leader. We invite you to imagine the launch of your school year. We invite you to imagine the components that will leave you feeling whole and bring meaningful and fulfilling work. We invite you to be aspirational, brave, and audacious as you imagine.

We will focus our attention on looking forward to your work beyond STEP -- envisioning and imagining schools and classrooms of the future in both visionary and concrete terms. We will engage in some conceptual work to undergird your work looking forward; we will connect with more STEP alums to expand our notions of what it looks like to

enact vision into practice; and we will do some practical exploration of resources to help you think about how to launch your classroom next fall.

As always, **together is key**. We will continue an intentional focus on building community, developing our work as educators committed to Equity and Justice, and spending some time in Seminar each week to support your sense-making in your STEP journey. Together, 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 have been living and working through a crisis for over a year. We must find ways to reconcile this truth.  
to our work just now, and we will keep them at the core of our work this spring.

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, Marissa, and Mari

## **Student Work and Assignments**

Our hope is that all of the work we do in the course this spring will be action-oriented, student-centered, co-created, and with strong support along the way. We hope that the work will leave you confident to sustain your future teaching by providing you with tangible, concrete resources you can revisit along your careers.

## **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.

## **Teacher Toolkits**

In service of launching your school year, we will be creating a series of toolkits to support you in your ongoing work:

- **Self-Care Toolkit**
- **Community Engagement Toolkit**
- **Teaching Resources Toolkit**

## **Graduation Portfolio, Summary Reflection, and STEP Exit Survey**

See Canvas for additional details.

## **Student Teaching & Supervisory**

Your clinical practice experience remains an essential feature of your STEP experience and your professional development. As school site conditions change, 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 for each of you. You will work collaboratively with your Supervisor and Cooperating Teacher to develop a plan to support your growth and serve your students. You have a strong team here to support you.

## **Reminders 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>.

- ☑ **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.”

**Spring Seminar 2021: Weekly Topics – A General Roadmap (DRAFT 03/28/21)**  
**See Canvas site for up-to-date information, assignments, readings, etc.**

Week	TOPICS
1	<p><b>Spring Seminar launch and overview</b></p> <ul style="list-style-type: none"> <li>● Imaginings</li> <li>● Introduction of our Teaching Toolkits</li> </ul>
2	<p><b>Imagine: Building and connecting a classroom community that is centered on your students</b></p> <p>Essential questions: How will you make space for students to bring their full, authentic selves to the classroom? What strategies will you use to truly know your students? What components will you plan for to actualize a meaningful community?</p>
3	<p><b>Imagine: Being part of and fostering a flourishing community</b></p> <p>Essential questions: How will you learn about and connect to the community where you teach? How do you hope and plan to relate to the community? How do you build and support strong relationships with families and communities?</p>
4	<p><b>Imagine: Sustaining yourself in the work</b></p> <p>Essential questions: How can you plan to model self-love in order to bring your full self to your work? How can the spaces you create for yourself show up in the classroom for your students to show up as their full selves?</p>
5	<p><b>Seminar Break - Catch up, Rest, &amp; Rejuvenate</b></p>
6	<p><b>Imagine: Year 1</b></p> <p>Essential Questions: What are the driving values, purpose, and goals that shape your work? How are they exemplified in the decisions you make as you launch the school year and craft your plans for your students?</p>
7	<p><b>Imagine: Teachers as Leaders</b></p> <p>Essential questions: How can we lead and make change? What's within your sphere of influence? Where and in what ways can teachers lead? Where do you want to make a difference?</p>
8	<p><b>Imagine: Engagement in Challenging, Complex Topics</b></p> <p>Essential questions: Schooling and education are complex systems. How can we keep a constructively critical eye on what might seem routine? How can we open conversation and opportunity to change complex systems for the better?</p>
9	<p><b>Garden Day (No Seminar)</b></p>
10	<p><b>Bringing it All Together: Looking back, and Looking forward</b>  <b>Celebrating together</b></p>

**Recommended book to acquire:**

- 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/>