

# ED246 H: Elementary Teaching Seminar (Practicum)

Spring 2022 | March 30 - Jun 3, 2022

Wednesdays 3:15 -5:00pm

## INSTRUCTORS

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## OFFICE HOURS

We are available for Office Hours! Please reach out via email to coordinate a time to connect!

## COURSE OVERVIEW

“Being well helps you fight racism with love, grace, and compassion and frees mental space to freedom dream and to give them hell, and then retreat to your community of love for support, fulfillment, and nourishment - your homeplace. The goal is to be whole e, to bring your full self to the work of abolitionist teaching. It does not mean the work of wholeness is complete, because we are all works in progress; being well is to join others in the fight for humanity and antiracism in love and solidarity.” -Dr. Bettina L. Love, *We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*

In the Spring Seminar course we will focus our attention on Health and Wholeness: **Intersectionality, Wellness, and Identity in Schools.** We will explore themes and strategies that support teachers to be whole, and explore the ways that those strategies translate to wholeness and wellness for our students. We will explore topics of Health and physical activity, mindfulness/wellness/healing, mental health, multigenerational storytelling, culture, art and self-expression, and gender identity. We will connect to practitioners in the field and learn about lived experiences, while gleaning tangible, real-life examples to implement in our classrooms. We will make space each week to experience wellness ourselves as we engage in this lifelong pursuit of wholeness. We will dedicate workshop time to create resources that will help us feel prepared to launch our own classrooms. We will 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.

**Some essential questions that will guide our time together 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. Health, wholeness, and joy**

- What do I need to sustain myself in this work?
- How do I make space for the intersectionality of the identities that comprise the classroom community (including my own)?
- How can I elevate and reflect my values, and those we co-create in the classroom?
- How can I make space for joy, love, healing, connection, identity, culture, and passions in my life and in the classroom?

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 do your best to engage thoughtfully and respectfully with your colleagues and the

course material. Your presence is vital to our community and each class is designed with your needs in mind. We ask that if something prevents you from attending class, 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.

### 3. ASSIGNMENTS

Due to Independent Student Teaching 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 wellness and sustainability for you personally and in the classroom.

### 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](http://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.

Session # dates	1 March 30	2 April 6	3 April 13	4 April 20	5 April 27	6 May 4	7 May 11	8 May 18	9 May 25	10 June 3
<i>Focus</i>	Cultivating Wellness: Course framing + laying the seeds of hope	Cultural and racial healing; restorative justice in schools  Karega Bailey (In community)	Mindfulness/wellness + self-regulation for students & adults  Lakshmi + Chris	Storytelling as Healing and Restorative  Rafael Segura -Perez	Beyond Equity: Feminist Approaches & Gender Justice  BE TEAM	Garden + Nature as Sustaining : Ohlone Elementary Garden Day  Ruth Ann Costanzo, Polly	<u>PLAY</u> Health, Physical Education, Recess, & Wellness  Stephen Ashford	Beyond Equity: Indigenous Educations  Jarita Greyeyes + BE TEAM	<u>PLAY</u> Self expression through creation: Makers' Space  Aaron Ragsdale + Robert	Garden Celebration

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### Spring 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
	<p><i>Each session will offer opportunities for us to connect in community. Thus, the Essential Questions:</i></p> <p><i>“How can we make space for authentic sharing to build connection and strengthen our sense of self and community?”</i></p> <p><i>“What practices support us to continue cultivating authentic healing and trust?”</i></p> <p><i>and will be a bedrock of every session.</i></p>	
1 3/ 30	<ul style="list-style-type: none"> <li>• What do I need to sustain myself in this work?</li> <li>• How can I elevate and reflect my values, and those we co-create in the classroom?</li> <li>• How can I make space for joy, love, healing, connection, identity, culture, and passions in my life and in my classroom?</li> </ul>	<p><i>Reconnecting in Community, cultivating hope &amp; looking forward</i></p> <p><i>Spring Seminar Overview: Wellness + Wholeness</i></p>
2 4/6	<ul style="list-style-type: none"> <li>• How can I make space for joy, love, healing, connection, identity, culture, and passions in my life and in my classroom?</li> <li>• How do I make space for the intersectionality of the identities that comprise the classroom community (including my own)?</li> <li>• How can I elevate and reflect my values, and those we co-create in the classroom?</li> </ul>	<p><i>Cultural and racial healing; restorative justice in schools</i></p> <p><b>Karega Bailey</b></p>
3 4/ 13	<ul style="list-style-type: none"> <li>• What do I need to sustain myself in this work?</li> <li>• How can I elevate and reflect my values, and those we co-create in the classroom?</li> <li>• How can I make space for joy, love, healing, connection, identity, culture, and passions in my life and in my classroom?</li> </ul>	<p><i>Mindfulness, Wellness &amp; self -regulation for students &amp; adults</i></p> <p><b>Lakshmi + Chris</b></p>

4 4/ 20	<ul style="list-style-type: none"> <li>● How can I elevate + reflect my values in my classroom?</li> <li>● How can I make space for joy, love, healing, connection, identity, culture, and passions in my life and in my classroom?</li> </ul>	<p><i>Storytelling as Liberatory</i></p> <p><b>Rafael Segura -Perez</b></p>
5 4/2 7	<ul style="list-style-type: none"> <li>● How can I elevate and reflect my values, and those we co create in the classroom?</li> <li>● How can I make space for joy, love, healing, connection, identity, culture, and passions in my life and in my classroom?</li> </ul>	<p>- <i>Beyond Equity: Feminist Approaches &amp; Gender Justice</i></p> <p><b>Beyond Equity TEAM</b></p>
6 5/4	<ul style="list-style-type: none"> <li>● How can I elevate and reflect my values, and those we co create in the classroom?</li> <li>● How can I make space for joy, love, healing, connection, identity, culture, and passions in my life and in my classroom?</li> </ul>	<p>- <i>Garden + Nature as Sustaining - Ohlone Elementary</i></p> <p><b>Ruth Ann Costanzo, Polly Diffenbaugh</b></p>
7 5/11	<ul style="list-style-type: none"> <li>● How can I elevate and reflect my values, and those we co create in the classroom?</li> <li>● How can I make space for joy, love, healing, connection, identity, culture, and passions in my life and in my classroom?</li> </ul>	<p>- <i>PLAY Health, Physical Education, Recess, &amp; Wellness</i></p> <p><b>Stephen Ashford</b></p>
8 5/18	<ul style="list-style-type: none"> <li>● How can I elevate and reflect my values, and those we co create in the classroom?</li> <li>● How can I make space for joy, love, healing, connection, identity, culture, and passions in my life and in my classroom?</li> </ul>	<p>- <i>Beyond Equity: Indigenous Educations</i></p> <p><b>Jarita Greyeyes + Beyond Equity TEAM</b></p>
9 5/ 25	<ul style="list-style-type: none"> <li>● How can I elevate and reflect my values, and those we co create in the classroom?</li> <li>● How can I make space for joy, love, healing, connection, identity, culture, and passions in my life and in my</li> </ul>	<p>- <i>PLAY: Makers' Space, Creation</i> <i>Aaron Ragsdale &amp; Robert Wachtel Pronovost</i></p>

	classroom ?	
<b>10 6/3</b>	<ul style="list-style-type: none"><li>• How can we make space for authentic sharing to build connection and strengthen our sense of self and community?</li></ul>	<i>Garden Celebration (Dinner)</i>