

ED246H: Elementary Teaching Seminar (Practicum)

Imagine Forward

Spring 2024

CERAS 204 (schedule below and on TeamUp)



INSTRUCTORS

Mari Montoy-Wilson

mmontoywilson@stanford.edu

Ira Lit

iralit@stanford.edu

OFFICE HOURS

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

COURSE OVERVIEW

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 elementary teaching 'Seminar' sessions.

In the Spring Seminar course we will focus our attention on **imagining**. We will hone in on the yearlong themes of Seminar to support teacher candidates to feel prepared to launch their first year of teaching with energy, confidence, and gusto ready to implement effective strategies and practices that serve our students well. **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, 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 tending to our community, self-care, and resiliency; developing our work as educators committed to equity and racial and educational justice. Together, we will build, shape, revise, create, curate this work as a professional community.

We will continue our YEAR-LONG SEMINAR BIG IDEAS & ESSENTIAL QUESTIONS

Our areas of focus for the Spring will further support us to continue and deepen our learnings that have emerged from our Summer and Fall and Winter 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?

All the while, we will ask ourselves **“What strategies and practices can I utilize to help all my students learn, grow, and thrive?”** as we culminate our year in STEP and prepare for enacting the big ideas in classrooms of our own.



Spring Seminar: Imagine Forward

Spring Seminar will provide an opportunity to **imagine forward** as we culminate our time together at STEP, and begin to put into practice our learnings toward cultivating a thriving classroom of our own. Our Spring course will entail three primary threads, interwoven throughout the quarter:

- *imagine: healthy & thriving **students***
- *Imagine: a welcoming, inclusive, and supportive **classroom**, and*
- *Imagine: thriving **schools, communities, and societies***

These threads will begin inward and expand outward as we prepare to attend to our scope of influence. In so doing, candidates will start inward with a reflective stance upon their year, gathering tools, strategies, and envisioning in order to support the creation of toolkits, vision statements, and blueprints to launch the school year ahead. Candidates will also explore the elements of purposeful teaching that help children to thrive and be well in an inclusive and healthy classroom community. We will engage expert scholars and practitioners to support our learning about some broader issues (policy, history, and current practices) that shape the context where we will teach for positive change. Finally, we will make space routinely to experience wellness ourselves as we engage in this lifelong pursuit of wholeness.

Elementary Teaching Seminar Calendar

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.

****Please see Canvas each week for readings, resources, and other assignments.****

Date	Topic
Session 1 Wed., April 3 3:15-5:15 pm	Launching Spring Seminar: Imagining LOVE as a Core Practice LOVE as a Practice workshop led by Karega Bailey <i>Start together in CERAS 204 to launch our Elementary Seminar and Spring quarter. Then, a joint Seminar session with Karega Bailey and STEP Secondary in CERAS 300.</i>
Session 2 Fri., April 12 9:00 am-12:00 pm	Imagining Forward for Spring Quarter Planning Workshop to support Independent Student Teaching + Garden Day LP assignment + job search + other spring quarter projects. Introduction to Seminar Final Reflection Activity
Session 3 Fri., April 19 9:00 am-11:15am + Garden Lunch 11:30-12:45	Looking Back to Look Forward Reflecting on the history of education in California with Dr. Mike Hines + Garden Lunch (11:30-12:45) at Jesse Cool's
Session 4 Wed., April 24 3:15-5:15 pm	Imagining and Crafting Inclusive Classrooms Engaging with school personnel to learn about ways to collaborate and support inclusive practices Grounding in and establishing social emotional learning practices that support thriving children and inclusive practices Revisiting the tenets of social emotional learning practices that meaningfully support students to thrive within an inclusive classroom community
Session 5 Wed., May 1	Imagining Health & Wholeness: Play, Health & Physical Education Exploring our roles and responsibilities of supporting physical education and health; attention to practices

3:15-5:15 pm	and the standards.
Session 6 Wed., May 8 3:15-5:15 pm	LGBTQIA+ experience and allyship: a student and educator perspective Conversations with students from Fremont High (Oakland) and LGBTQ+ Educators <i>Joint session with the Secondary cohort</i>
Session 7 Wed., May 15 3:15-5:15 pm	Imagining Resources to Advance and Support Curiosity, Engagement, and Learning: Exploring the GSE Makers' Space Learning about ways to support play and learning through the structure of a school's Makers' Space
Session 8 Wed., May 22 3:15-5:15 pm	Imagining Forward: Reflecting, Synthesizing, Organizing, and Planting Seeds for your Future Classrooms
Session 9 Wed., May 29 3:15-5:00 pm	Culminating Seminar Celebration + STEP Pinning Ceremony (5:00-5:30) + Final Supervisory (5:30-6:30)
Fri., May 31 3:30-5:30	Garden Day Celebration!!!

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/>

Course Requirements

1. Clinical Work: 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, staff, and supervisors; 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 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.

Culminating assignments for your Spring Student Teaching include the following:

- completion of your **edTPA portfolio**
- successful completion of your **Independent Student Teaching**, as designed in collaboration with your Cooperating Teacher and Supervisor
- completion of your **Induction Plan** as part of your final Quarterly Assessment process. Your Induction Plan is meant to support your continued growth as an educator during your initial years as a practicing teacher.

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.

3. Key Seminar Assignments

A. Resilience Plan

Assignment details will be published on Canvas and shared in class.

Ongoing discussions and touchpoints with colleagues in class to support our meaning-making and journey.

Choose a mode of expression that encourages you to meet your needs of wellness and joy.

B. Summary Reflection and STEP Exit Survey

See Canvas for additional details.

ASSESSMENT CRITERIA

To receive full credit for course participation, meet all of the following expectations:

- attendance, promptness, preparation, participation, and professionalism.

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 effort to prepare something of meaning and interest.
- Careful – Proofread your work. Follow appropriate rules of grammar, spelling, punctuation, proper citation when needed (APA formatting), etc.

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 and 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 academic accommodations 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>.