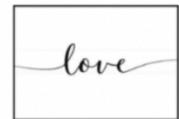




JOY

JUSTICE



Equity

## Education 246C: Assessment for Learning and Equity Winter Seminar, 2025; 3 Units

### Times and Locations:

Field-placement site, M-F, 20 hours/week

### Seminar Meetings:

Wednesdays 3:00 - 5:15 in Barnum Hub (See schedule below)

Wednesdays 5:30 - 6:30 - Meeting with University Supervisor and colleagues in small groups

### Instructors:

Colin Haysman

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### STEP Teaching Seminar: Description

The STEP Teaching Seminar sits at the nexus of the clinical and coursework components of our teacher preparation program. Pragmatically, the Seminar serves as the official Stanford course for four elements of the STEP Secondary curriculum: (1) The student teaching experience, (2) The supervisory program, (3) The Seminar sessions and (4) Workshops

### Course Texts:

Readings posted on Canvas

### The Goals of the Winter Seminar Course:

- To expand your knowledge of and skills for designing assessment systems to support the learning and achievement of all students in your classrooms
- To consider how assessment systems can be transformative powerful tools for learning, equity and justice
- To develop a plan for your own assessment and grading that has equity and justice as its central focus
- To explore how to build partnerships with students to empower them to self assess and reflect on their progress in learning
- To prepare you for your edTPA state requirement

## **Course Assessment and Grading:**

Each assignment includes instructions that describe the standards and expectations. Comments will be given on each assignment and it will be made clear whether the standard achieved is satisfactory. Students will be asked to revise assignments that are not satisfactory, although they must be resubmitted by the final date of the course to avoid an incomplete. All assignments must be completed by the due date unless prior arrangements have been made. Please ask for extensions in advance of class due dates. Our goal is for you to get all the assistance you need from your peers, your supervisors, and the instructors.

## **Expectations**

### **Attendance and Professional Educator Communication:**

We are at our best when each of you is present for seminar. Please try your best to attend each session fully. If you must be late or absent, please inform the instructors prior to class and arrange for a colleague to take notes and pick up any hand-outs. If you are absent from all or part of a class session, instructors may assign an alternative assignment to support you to engage with content missed in class.

As a general frame for communicating absences and/or tardies at STEP (including seminar + supervisory), please follow the below guidance:

- Missing Class: If you plan/need to miss or have to be late to any class at STEP, please email Jeff + the teaching team for that course
- Missing Placement: If you plan/need to miss or be late to placement, please email your Cooperating Teacher + Supervisor + Ruth Ann + Jeff
- Missing Supervisory: If you plan/need to miss or be late to supervisory, please email Ruth Ann + Jeff + your Supervisor

### **Clinical work and Supervisory:**

- We work with our school partners to determine the scope and shape of student teaching each quarter. We rely on our *Quarterly Assessments* from the Cooperating Teacher(s) and the University Supervisor to ensure that you develop an understanding of the California Teaching Performance Expectations (TPEs) and ability to reflect upon your performance in light of those standards (TPE 6).
- You will begin your year long school placement in August and you will be observed at least four times each quarter.

- You are expected to complete all paperwork related to the student teaching placement in a timely manner. This includes documents such as contracts, induction agreements, and assessments from Cooperating Teacher(s), and your University Supervisor.

## **Honor Code**

All Stanford students are expected to follow the [Stanford Honor Code and Fundamental Standard](#), as noted in the STEP Handbook and Stanford Student Guide.

## **Access and Accommodations**

Stanford is committed to providing equal educational opportunities for disabled students. Disabled students are a valued and essential part of the Stanford community. We welcome you to our class.

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.

<b>Assignments</b>	
<a href="#"><u>Inventory / self-assessment</u></a>	Due after class: Wednesday, January 7th, 2026 by 12 pm
<a href="#"><u>Analysis of Student work</u></a> Bring in a class set of student work and your notes on the analysis page	Due in class: Wednesday, February 4, 2026 (not submitted)
<a href="#"><u>Assessment and Grading Assignment:</u></a> Part 1: Group Presentation in Class Parts 2: Letter to Families and Caregivers Part 3: Rationales	Part 1 due in class: Wednesday, March 11th Parts 2 & 3 due: Wednesday, March 18th

## **Course Calendar**

(Please note that the topics and readings may change as your instructors respond to student progress, needs and feedback)

Date	Class Focus	Readings and Assignments
Week 1 Jan 7	Transforming Assessment for Justice and Equity	<p><i>Carter, P. L., &amp; Welner, K. G. (2013). Building opportunities to achieve. Closing the opportunity gap: What America must do to give every child an even chance, 217-28.</i></p> <p>Current Assessment Practices Inventory (completed in class- submit to canvas by 12 pm on 1.8)</p> <p>Further (<i>optional</i>) readings:</p> <p><i>Gutiérrez, R. (2008). Research commentary: A gap-gazing fetish in mathematics education? Problematizing research on the achievement gap. Journal for research in mathematics education, 39(4), 357-364.</i></p>
Week 2 Jan 14	EdTPA Workshop (2)	Registration
Week 3 Jan 21	Assessment of and for learning: An Introduction	<p><i>Boaler, J., Dance, K., &amp; Woodbury, E. (2018). From performance to learning: Assessing to encourage growth mindsets. Psychological science, 26(6), 784-793.</i></p> <p><i>Black, P., Harrison, C., Lee, C., Marshall, B., &amp; Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. Phi Delta Kappan, 86(1), 8-21.</i></p> <p>(Optional) <i>Black, P., &amp; Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment.</i> Granada Learning.</p>
Week 4 Jan 28	Assessment of and for learning: Designing Assessments	<p>Darling-Hammond, L &amp; Adamson, F. Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning (Performance Assessment: A Definition, pgs. 7-13)</p> <p>Muhammad, G. (2022). Illuminating the Call: On Identity. <i>Voices from the Middle, 30(1), 14-16.</i></p>
Week 5 Feb 4	Assessment of and for learning: Rubrics and Criteria. Analyzing Student Work	<i>Gonzalez, J. (2016). Your Rubric is a Hot Mess; Here's How to Fix It. Brilliant or Insane: Education on the Edge, accessed, 15.</i>

		<p><b>Analysis and class set of student work due in class</b></p> <p><b><a href="#">Analysis assignment</a></b> - Find the folder that corresponds with your content area</p>
Week 6 Feb 11	Assessment of and for learning: Feedback & Peer Review	<p>Wiliam, D. (2012). Feedback: Part of a system. <i>Educational leadership</i>, 70(1), 30-34.</p> <p><i>Brookhart, S. M. (2008). Feedback that fits. (Chapter?)</i></p> <p><b>Bring class set of student work (same set as 2/11)</b></p>
Week 7 Feb 18	AI and Assessment for learning and equity	TBD
Week 8 Feb 25	Grading and Reporting (Part I)	<p>Assigned in previous class: Jigsaw Feldman, chapters 8-10</p> <p>Further (optional) reading: <i>Guskey, T. R., &amp; Bailey, J. M. (2001). Developing grading and reporting systems for student learning. Corwin Press. Chapters 4-5-6</i></p>
Week 8 Feb 23-27 Workshop Schedule with your advisor	edTPA 'workshop/meeting with Advisor' (3)	Formal check in with edTPA Advisor on Zoom (at a convenient date and time, during this week)
Week 9 Mar 4	Grading and reporting (Part II) & Course Consolidation	<p>Feldman, J. (2023). <i>Grading for equity: What it is, why it matters, and how it can transform schools and classrooms.</i> Corwin Press., Chapter 11</p> <p>Read from Chapter 11, Motivation Pg. 152-160, Retakes: Common Concerns Pg. 174-181 (Optional) Chapter 13</p>
Week 10 Mar 11		<p>Review and Consolidation of Assessment</p> <p>Assessment Assignment Part 1 due 3/11</p> <p>Assessment Assignment Part 2 &amp; 3 due Weds March 18th</p>

Week 11 Mar 18	EdTPA Workshop (4)	<b>Task 2 - Video share and uploading/Transfer/submitting to Pearson process</b>
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<b>Winter Quarter Seminar Workshops</b>		
<b>Date/Time/ Location</b>	<b>Workshop Focus</b>	<b>Facilitators</b>
Friday January 9th, 2026, 3:30-5:00 PM Barnum Hub	Jobs Arc Workshop: Resume and Cover Letter Writing	Ruth Ann
Thursday January 22nd, 2026, 3:30-5:00 PM Barnum Hub	Jobs Arc Workshop: Interview Skills and Prep	Ruth Ann
Friday January 30th, 2026 4:00-6:45 PM Barnum Hub and throughout Raikes/ANKO	STEP Mock Interviews	Ruth Ann, the STEP Team + Hiring Managers from throughout the Bay Area and state