

## Stanford Teacher Education Program

Graduate School of Education

Stanford University

Education 246D: Spring Secondary Teaching Seminar

Spring Quarter, 2026

**Units: Varies**

### Times and Locations

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

Seminar Meetings: Wednesdays 3:15 - 5:15 (See schedule below)

Supervisory: Wednesdays 5:30 - 6:30 (meeting with University Supervisor and colleagues in small groups)

### Instructors

Jeff Camarillo

[jcamarillo@stanford.edu](mailto:jcamarillo@stanford.edu)

Ira Lit

[iralit@stanford.edu](mailto:iralit@stanford.edu)

### The STEP Teaching Seminar: Description

The STEP Teaching Seminar sits at the nexus of our teacher preparation program's clinical and coursework components. 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) the workshop series.

### Course Description

This is the fourth and final course in the STEP Secondary Teaching Seminar series. This seminar class will build upon the experiences of the previous three-quarters of seminar and continue our collective work on developing teacher praxis through a lens of community, culture, and intersectional identity. We believe cultivating a sense of joy in learning enhances teaching practices and empowers educators. We also hope to provide space and opportunity for STEP teacher candidates to imagine forward as they take the final step toward becoming full-time classroom teachers.

Furthermore, our spring seminar will support your edTPA work through collaboration and sharing. We will use that process to learn from each other and ultimately submit our edTPA portfolios early in the spring quarter.

During this quarter, you will also launch or continue your independent student teaching and complete your STEP year Summary Reflections.

As in earlier quarters, Seminar provides a forum for Supervisors to meet with candidates in small groups. The members of each group will determine the curriculum for these meetings based on the interests and needs they identify.

### **Course Essential Questions**

- How can we further develop teacher praxis (curriculum, instruction, assessment, classroom community, and leadership) through a lens of community, culture, intersectional identity, and thick solidarity?
- How can we translate course learning into decisions and practices that reflect culturally sustaining pedagogies?
- How can we combine our developing knowledge, skills, values, and commitments to best serve and support our students, their families, and their communities?

### **Assignments**

The assignments for this course include the following:

- Completion of all Clinical Work responsibilities (see below)
- Prepare a [Final Summative Reflective Assignment](#), due 5/27 (see details on Canvas)
- Present aspects of your Final Summative Reflection at the **STEP Celebration of Learning, 5/27**
- Complete the **STEP Exit Survey**, due 6/3 (see link on Canvas and via email)

The assignments are linked in the syllabus and are featured on Canvas.

### **Assessment and Grading**

Complete all assignments carefully, thoughtfully, and on time. If you need an extension, please let your instructors know before the assignment's due date. Instructors and Supervisors will provide feedback. If your performance does not meet the expected standard, you will be asked to revise and resubmit. Make sure you get all the assistance you need from your peers, your supervisors and instructors. Our philosophy on assessment and grading is that everyone starts with an A grade and we work with students and support them with feedback to enable them to, when necessary, revise and resubmit assignments, working towards an A grade.

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

We expect your thoughtful engagement and attendance at every Seminar session. Your personal learning and that of our collective relies on that. If you must be late or absent, please communicate your needs to 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 for supervisory, please email Ruth Ann + Jeff + your supervisor.

### **Clinical Work: Student Teaching 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 Standards for the Teaching Profession (CSTPs) and the Teaching Performance Expectations (TPEs) and ability to reflect upon your performance in light of those standards (Standard 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 on time. This includes documents such as contracts, induction agreements, and assessments from the Cooperating Teacher(s) and your University Supervisor.
- **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 in collaboration with your supervisor and CT. Your Induction Plan is meant to support your continued growth as an educator during your initial years as a practicing teacher.

### **Stanford Honor Code and Fundamental Standard**

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

### **Accessibility**

*Students with documented disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC 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 SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).*

## Secondary Teaching Seminar Calendar

*Please see Canvas each week to visit the pre-work Module for each Seminar Session*

Date	Focus of Class Session	Readings & Assignments
<b>Week 1</b> 4/1	<p>Revisiting Thick Solidarity, Ethnic Studies and Exploring an Educational Solidarity Model in Action: James Logan High School's Ethnic Studies and Social Justice Academy (ESSJ)</p> <p>Featuring a presentation and panel discussion with teachers and ESSJ scholars</p>	<p><b>READ:</b> course syllabus and review course assignments. Bring your questions to class.</p> <p><b>(Re)READ:</b> "Toward thick solidarity: theorizing empathy in social justice movements" (Roseann Liu and Savannah Shange, 2018) (<a href="#">LINK</a>)</p> <p><b>Optional Resource:</b> <a href="#">See "Toward an Ethnic Studies Pedagogy" in this Class 1 folder.</a></p>
<b>Week 2</b> 4/8	<p>Embracing Community Non-Profits in pursuit of Centering Culture and Identity (a focus on Oakland + Bay Area Pacific Islander Culture &amp; Identity)</p> <p>Workshop facilitated by Taimani and John Lauti, Founders of the <a href="#">Ikuna Group</a></p> <p>John Lauti, OUSD Office of Equity + OUSD Polynesian Student Leaders</p>	<p>Review (and add to) the <a href="#">Starter Kit of Bay Area Non-Profits</a> resource doc</p> <p>Identify and explore at least three Bay Area community based orgs you are interested in learning more about in support of your current/future students &amp; families/caregivers</p>
<b>Week 3</b> <b>NO Class</b> 4/15	<p>No Class for EdTPA Submission</p> <p>Optional EdTPA Support Session (&amp; snacks!!) in Barnum 3:00-5:15</p>	
<b>Week 4</b> 4/22	<p>Educating, Supporting, and Standing with Immigrant and Undocumented Communities</p> <p><i>Joint session with STEP Elementary</i></p>	<p>READ: <a href="#">Undocumented Critical Theory</a> by Carlos Aguilar</p>
<b>Week 5</b> 4/29	<p>Teaching , Learning &amp; AI w/ Professor Victor Lee and Dr. Karin Forsell, LDT Director</p> <p><i>Joint session with STEP Elementary</i></p>	<p><i>More details TBD</i></p>
<b>Week 6</b> 5/6	<p>LGBTQIA+ Experience and Allyship in Schools</p> <p>Conversations with Local Bay Area high school students and LGBTQIA+ Educators</p>	<p><i>More details TBD</i></p>

	<i>Joint session with STEP Elementary</i>	
<b>Week 7</b> <b>5/13</b>	Supporting educators thriving in uncertain times: Teachers unions & the work of classroom teachers	<i>More details TBD</i>
	<i>Joint session with STEP Elementary</i>	
<b>Week 8</b> <b>5/20</b>	Putting it All Together: Imagining Forward	<i>More details TBD</i>
<b>Week 9</b> <b>5/27</b>	Joint STEP Secondary & Elementary Celebration of Learning  STEP Pinning Ceremony to follow	<i>More details TBD</i>
	<i>Joint session with STEP Elementary</i>	
<b>Week 10</b> <b>6/3</b>	FINAL Secondary Seminar: Consolidation + Celebration, followed by STEP Spring Talent Show	<i>More details TBD</i>