ED246E: Elementary Teaching Seminar (Practicum)

"Exploring Teaching for Equity, Educational Freedom, and Racial Justice"

Summer 2026

INSTRUCTORS

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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 'Seminar' sessions.

This course provides initial preparation and practice in issues and strategies for teaching in classrooms with diverse students, families and communities. During the summer quarter, we will focus on teaching for justice and equity by considering how factors such as race, culture, intersectional identity, community, and belonging shape our schools and our classrooms. We will also consider ways we will sustain ourselves in this journey this year and beyond, as well as dedicating ourselves to growing and deepening our community.

Weekly readings, discussions, and activities will be orchestrated in conjunction with field experiences in local public schools. We will also integrate your feedback and input along the way, and will remain open and flexible in the scope and sequence of our planned content. We may need to update our focus on timely content in any given week in order to be responsive.

There are several foci for the Summer Seminar:

1. IDENTITY, INTERSECTIONALITY, AND POSITIONALITY

These are some of the essential questions that will guide our exploration:

- Who am I and how do I show up - with my students, their families, my colleagues, and school communities?
- How do my identity, experience, culture, and community inform my perspective, shape my own biases, and inform my practice?
- How do I currently think about key terms and concepts like antiracism, equity, educational freedom, and racial justice? How can I commit to an ongoing deepening of my understanding of these terms, their meanings, and their impact on my practice as an educator?
- What does it look like to commit to continual and sustainable growth and learning?

2. EXPLORING THE TEACHING PROFESSION IN OUR CURRENT CONTEXT

Embedded in our approach is a priority toward responsiveness to the ongoing changes in our current context, most notably the **social-political climate** and issues of **trauma and healing, health and wellness**. These topics are always relevant to our work in schools, but with some obvious heightened focus presently. **Together, we will explore:**

- Why teach?
- What makes teaching so complex?
- What does it mean to teach for equity, educational freedom and racial justice?
- How do we build equitable classrooms that afford educational liberation and contribute to a flourishing, pluralistic democracy?
- Who are our students and how do I support them?

3. COMMUNITY CARE & SELF-CARE

We will establish a foundation to support our **individual and collective growth and well-being** for the year, and beyond, by considering what it means to authentically and fully engage as individuals in support of our community. We will delve into authentic creation of community agreements. We will draw upon and engage in research-based practices, such as Restorative Justice, wellness, play, and emotional resilience, and make connections to their application to classrooms and schools.

4. STEP: SENSE-MAKING, CONNECTIONS & COHERENCE

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.

We will devote class time to make space to live out our core values of **love, joy, equity, community, and justice** in the following ways:

- **deliberating** about the connections between educational scholarship and clinical teaching practice
- **discussing** the connections and challenges associated with our varying conceptions and aims related to **equity** and **social and racial justice** in the context of teaching and learning in schools and classrooms
- **exploring and experiencing** essential curricular areas for multiple subject teachers, such as **play, health, wellness,** and **physical education**.
- **supporting** one another to successfully navigate our individual and collective journeys
- **building, cultivating, and sustaining** our own **STEP Elementary community**.

Course Requirements & Expectations

1. 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 and staff, and your STEP peers. Professional standards for the teaching profession are articulated in the Quarterly Assessment document (Standard 6).

Beginning some time in August, your Supervisor will work with you to design and support your growth and development in your Fall student teaching assignment, based on the STEP design principles as outlined in your Handbook (see Graduated Responsibility, in particular).

All teacher candidates will be student teaching in conjunction with the “Stanford Summer Explorations” at Lakewood Elementary School in the Sunnyvale School District. Regular attendance and active participation at the summer school, including the related planning groups and all Seminar meetings, 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. At the end of the Summer Explorations program, the cooperating teachers will complete an “Assessment of Field Placement Experience and Participation” for the teacher candidates, and you will complete a self-assessment using a similar tool.

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. Attendance and Professional Educator Communication:

To support your learning and professional growth and that of our shared community, we expect everyone 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, etc.*

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 Mari + the teaching team for that course
- **Missing Placement**: If you plan/need to miss or be late to placement, please email your CT + Supervisor + Ruth Ann + Mari
- **Missing Supervisory**: If you plan/need to miss or be late to supervisory, please email Ruth Ann + Mari + your Supervisor

Seminar Assignments

1. Assessment of Field Placement Experience and Participation (link coming soon) (DUE July 24)

Complete a Self-Assessment of Field Placement Experience and Participation (based on the California Standards for the Teaching Profession (CSTPs))

2. Resilience Plan

Assignment details linked above and published on Canvas.

Letter to self (or other expressive form) noting aspirations, resources, plans, and strategies for developing and sustaining harmony in your professional learning journey.

3. The Multiple Contexts of Our Work: Knowing, Understanding, and Affirming Our Students, Families and School Cultures and Communities (DUE Sept. 11)

Assignment details linked above and published on Canvas.

Assessment Criteria

To receive full credit for course participation, meet all of the following expectations: attendance, promptness, preparation, participation, and professionalism.

- 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 (APA formatting), etc.
- Professionalism – Engage thoughtfully with the work, your peers, and your instructors. Communicate needs and concerns in a timely, responsive, and professional manner.

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 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.

Accommodations. 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/oae.

STEP Elementary Summer Seminar Sessions
DRAFT (June 2026)

Session	Key Themes & Big Ideas	Onward Study Toward Resilience in our Practice	Additional Readings & Assignments
Class 1 **TH, 7/2**	• Establishing community and supportive rituals and routines • Committing to and experiencing play and joy • Introduction to key themes for our year: resilience, racial and educational justice, educational freedom	• Read: Onward: Cultivating Emotional Resilience in Educators, Elena Aguilar; Intro (pp1-20) + Chapter 1 (pp21-43)	• Review Syllabus • We Want to do More Than Survive, Bettina Love; Ch1 (pp 1-15)
Class 2 **FRI, 7/17**	• Identity, Intersectionality • Mattering & Thriving • Community Care	**DUE: Submit your Ch 1 Resilience Reflection to Canvas** • Read: Onward: Cultivating Emotional Resilience in Educators, Elena Aguilar; Chapter 2	• We Want to do More Than Survive, (Love), Ch3: "Mattering: • Culturally Responsive Teaching and the Brain, Ch 5: "Building the Foundation of Learning Partnerships; Beginning with Meaningful Relationships," (Hammond) • Teaching at the Intersections | Learning for Justice (SKIM) OPTIONAL (yet valuable!): ○ Taiye Selasi "Don't Ask Me Where I'm From Ask Me Where I'm A Local" Ted Talk ○ IntersectionAllies: We Make Room for All | Letter to Grown-Ups (Alfaro)
MON, 7/20	• Seminar Workshop (w/ STEP Secondary): Teaching Complex & Controversial Topics	*Meet with Book Club - Chapter 2*	• Resources for Educators
FRI, 7/24	Garden Day	**7/31 DUE: Submit your Ch 2 Resilience Reflection to Canvas**	

Class 3 **FRI, 8/7**	• Reflecting on ourselves, our identity, and the dominant culture	Read: Onward: Cultivating Emotional Resilience in Educators, Elena Aguilar; Chapter 3	• Culturally Responsive Teaching and the Brain. Ch 2 "What's Culture Got to Do with It?" (pp21-35) (Hammond) • Can We Talk about Race? Intro (ix-xvi) + Ch1 (1-15 quick skim; 15-23 focused read; 24-38 skim) (Tatum) • White Supremacy Culture - Still Here (READ the first 6 pgs, skim the rest) (Okun)
Class 4 **WED, 8/12**	• Making sense of our mandated reporting responsibilities • Wellness, Self-Care, Resilience, and Community Care: Introductions to the Teaching Well	*Meet with Book Club - Chapter 3*	• Review: Child Abuse Identification & Reporting Guidelines - Child Abuse Prevention Training and Resources (CA Dept of Education)
Class 5 **FR, 8/14**	• Identity, Intersectionality • Abuelita Epistemologies • Toward Thick Solidarity		• Context of Our Work Assignment • "Asian and American and Always Becoming: The (Mis)Education of Two Asian American Teacher Educators." Noreen N. Naseem Rodriguez, Esther J. Kim • "Toward Thick Solidarity: Theorizing Empathy in Social Justice Movements" Liu & Shange • Gonzales, S.: *Abuelita Epistemologies: Counteracting Subtractive Schools in American Education*
Class 6 **FRI, 8/21**	• Wellness, Self-Care, Resilience, and Community Care • Teaching with Love, Critical Hope, and an Orientation to Freedom • Preparing for Clinical Immersion Week + the Multiple Contexts of Our Work assignment		• "A Note to Educators: Hope Required When Growing Roses in Concrete", Jeffrey Duncan Andrade • Shalaby - Introduction to *Troublemakers* • hooks, b. (1994). Teaching to Transgress: Education as the Practice of Freedom. Routledge. pp. 1-22.

Class 7 **FRI, 9/4**	• Freedom Dreaming • Teaching for Educational Freedom and Racial Justice	• **Due: Resilience Reflection Ch 3 Submission**	• *How to Be An Anti-Racist Educator Resource* • WWTDMTS, Ch5 "Abolitionist Teaching, Freedom Dreaming, and Black Joy" • Storytelling Through Art with Bisa Butler & Dr. Gholdy Muhammad
Class 8 **FRI, 9/11**	• Restorative practices in classrooms and in teacher education	• Read: Onward: Cultivating Emotional Resilience in Educators, Elena Aguilar; Chapter 4	• "Land as pedagogy: Nishnaabeg Intelligence and Rebellious Transformation," Leanne Betasamosake Simpson • Teaching Restorative Practices with Classroom Circles (read pp 1-20) • Let's fully fund restorative justice — because it works | EdSource • At this Oakland high school, restorative justice goes far beyond discipline | EdSource
	• Course Sensemaking • The Cultural Context of our Students, Families and School Communities	• Meet *with Book Club - Chapter 4*	• **DUE:** The Multiple Contexts of our Work - Final Project

Reading List (a work in progress)

Aguilar, Elena (2018). Onward: Cultivating Emotional Resilience in Educators. Jossey-Bass.

DiAngelo, R. (2018). White fragility: Why it's so hard for white people to talk about racism. Beacon Press.

Duncan Andrade, J. (2009). Note to Educators: Hope Required When Growing Roses in Concrete

Gonzales, S. M. (2014). Abuelita Epistemologies: Counteracting Subtractive Schools in American Education. Journal of Latinos and Education, 14(1), 40–54. https://doi.org/10.1080/15348431.2014.944703

Hammond, Zaretta (2015). "Culturally Responsive Teaching & the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students." Corwin

Liu, R. Shange, S. (2018) "Toward Thick Solidarity: Theorizing Empathy in Social Justice Movements." Radical History Review 2018 (131): 189–198.

Love, B. (2019). We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom. Beacon Press.

Selasi, Taiye. (2014, October). "Don't Ask Me Where I'm From Ask Me Where I'm A Local." TED Conferences. https://www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local?language=en&trigger=15s

Shalaby, Carla (2017). "Troublemakers: Lessons in Freedom from Young Children at School." The New Press.

Tatum, B. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. Harvard Educational Review, 62(1), 1-25.

Additional/Supplemental Resources + Readings

- California Curriculum Frameworks and Content Standards: http://www.cde.ca.gov/ci/
- Child Abuse: Educator's Responsibilities (2007). California Attorney General's Office.
- Darling-Hammond, L., & Baratz-Snowden, J. (2007). A good teacher in every classroom: Preparing the highly qualified teachers our children deserve. Educational Horizons, 85(2), 111-132.
- Edelman, M.A. (1999). "Teachers and their messages," in Lanterns: A memoir of mentors, pp. 20-23 and 133-140.
- Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing new access to the general curriculum: Universal design for learning. Teaching exceptional children, 35(2), 8-17 https://journals.sagepub.com/doi/pdf/10.1177/004005990203500201
- Irvine, J. (2010, April). "Culturally Relevant Pedagogy." In Teaching Tolerance, pp.57-61.
- Kriete, Roxann (2002). "The Morning Meeting Book." Northeast Foundation for Children.
- Ladson-Billings, G. (1994). Dreamkeepers. Chapter 6.
- Paris, D. (2012). Culturally Sustaining Pedagogy: A needed change in stance, terminology, and practice. Educational Researcher, pp. 92-97.
- Rodriguez, N., Kim, E. (2019). "Asian and American and Always Becoming: The (Mis)Education of Two Asian American Teacher Educators." The Oregon Journal of the Social Studies.
- Steele, D. & Cohn-Vargas. (2013). Identity Safe Classrooms. Chapter 7. Thousand Oaks, CA: Corwin Press.
- SFUSD. Teaching Restorative Practices with Classroom Circles. Amos Clifford, Center for Restorative Process.
- Swanson, S. (2010, March/April). "Be like Charlotte." Stanford Magazine, p. 20.