ED246F: Elementary Teaching Seminar (Practicum)

Culturally Sustaining School-Family Partnerships & Purposeful Planning

Fall 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.

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.

FALL BIG IDEAS & ESSENTIAL QUESTIONS

A. CULTURALLY SUSTAINING SCHOOL-FAMILY PARTNERSHIPS

How might we inclusively define and engage families in diverse cultural and community contexts in order to support the whole child?

B. PURPOSEFUL PLANNING

How might we design purposeful lessons and curriculum that cultivate identity, skills, intellect, criticality and joy?

These two focus areas ("Big Ideas") will run concurrently in both content and process. You will demonstrate your developing knowledge and skills in these two areas through an authentic performance task: **to envision and "backward-design" a blueprint for a unit focused on the themes of Family Diversity, Equity and Inclusion** (details below under Seminar Assignments, and on Canvas).

YEAR-LONG BIG IDEAS

Our two areas of focus for the Fall will further support us to continue and deepen our learnings that emerged from the Summer within the same four overarching course Big Ideas:

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?

Last but not least, 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 **the arts**
- **supporting** one another to successfully navigate our individual and collective journeys
- **building, cultivating, and sustaining** our own **STEP Elementary community**

COURSE REQUIREMENTS

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 Supervisory 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).

Your Supervisor will continue to 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). 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. Fall Quarter will culminate in a "Mini Independent Student Teaching" (Mini-IST) experience. Please see the full description here. At the end of the Fall placement, your Cooperating Teacher and Supervisor will submit a Quarterly Assessment, after meeting with you to discuss and reflect upon your practice and set goals for the following quarter.

Observation Reflections

Formal observations are a core component of your student teaching experience. Within 48 hours of the debrief session, each candidate submits a written reflection to the supervisor. Writing this reflection supports the candidate to examine practice in a more sustained, deliberate way. It also demonstrates the candidate's growing ability to reflect on their practice independently.

2. Active Participation, Attendance and Professional Educator Communication

To support your learning and professional growth and that of our shared community, we expect everyone to attend each class session fully. 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** to engage thoughtfully and respectfully with your colleagues and the course material. *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 and/or connect with your instructors to catch up on missed content.*

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. **Family Unit Blueprints** - You will envision and "backward-design" a blueprint for a unit focused on the themes of Family Diversity, Equity and Inclusion. The purpose of this assignment is to:
    - **inspire and empower** you to design curriculum and instruction that cultivate identity, skills, intellect, criticality and joy, as well as your own core values as an educator
    - help you **internalize and practice** some key principles and skills of purposeful instructional planning
    - **equip** you with a tangible starting point for further curriculum development in your teaching career during and beyond STEP

    The assignment will be completed in stages during the second half of the course, and supported through in-class workshops. Ongoing assignment details will be published on Canvas and shared in class.

2. **Resilience Plan**

    As you have in Summer Seminar, you will continue to submit monthly Resilience Plan updates using a mode of reflection and expression that encourages you to meet your needs of wellness and joy. Ongoing discussions and touchpoints with colleagues in class will continue to support our meaning-making. Ongoing assignment details will be published on Canvas and shared in class.

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 & 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 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.

Religious Beliefs, Observations, and Practices. To observe a day or practice not formally included on the Stanford University calendar, please work with the instructors. Alert us prior to your absence so we can work together on work missed ahead of time.

Course Policy for Use of Generative AI

Due to the unique and individual nature of your identities, that of your students and your school & community contexts, students may not utilize AI for reflections or thoughts they represent as their own, and must follow responsible-AI guidance and take care with third-party tools. Please note that the material generated by these tools may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

FALL SEMINAR ROADMAP *****This roadmap is subject to change in order to be responsive to our classroom community's needs.** **Always check Canvas for up-to-date information, assignments, readings, etc.*****		
	SESSION COMPONENTS	**READINGS/ASSIGNMENTS**
1 **9/25**	*Fall Seminar Launch* *Read Aloud & Discussion: Family Diversity, Equity, Inclusion* *Family Storytelling & Artifact Share* *Concept Mapping: What is a Family?* *Core Values for Family Partnerships*	• Bring an artifact (object of significance, photograph, art, music, etc.) that reflects what family means to you. You will be sharing in small groups. • Brainstorm what "family" means to you • Read Syllabus
2 **10/2**	*Beginning-of-Year Family Engagement - Role Plays* *Introduction to Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*	• Recording of RILE talk by Dr. Gholdy Muhammad • Family-Teacher Partnerships to Support Culturally and Linguistically Marginalized Children's Successful Transition to School • Embracing Equity: Building Authentic Relationships with Families • Beginning-of-Year Family Communication Guide

		• Begin Reading Onward - Ch. 5 - Be Here Now • **Submit Resilience Plan - Ch. 4**
3 **10/9**	*Read Aloud & Discussion: Family Diversity, Equity, Inclusion* *Cultivating Genius: Identity & Skills* *Purposeful Lesson Planning Workshop*	• Cultivating Genius - Ch. 3 & 4 - Toward the Pursuit of Identity & Skills • What is a Family Lesson Plan from Learning for Justice
10/16	*GARDEN DAY: HIDDEN VILLA*	
4 **10/23**	*Read Aloud & Discussion: Family Diversity, Equity, Inclusion* *Cultivating Genius: Intellect & Criticality* *Purposeful Lesson Planning Workshop*	• Cultivating Genius - Ch. 5 & 6 - Toward the Pursuits of Intellect & Criticality • LGBTQIA+ Family Engagement (Learning for Justice)
5 **10/30**	*Cultivating Genius: Joy* *Courageous Conversations with Families - Role-Plays*	• Unearthing Joy Excerpts • Preview Courageous Conversations with Families Planning Tool • **Submit Resilience Plan - Ch. 5** • Begin Reading Onward - Ch. 6 - Take Care of Yourself
6 **11/6**	*Read Aloud & Discussion: Family Diversity, Equity, Inclusion*	• Family Unit Blueprint Assignment Description

	Introduction to Understanding by Design (UbD) *UbD: Big Ideas, Enduring Understandings, Essential Questions* *UbD: Family Unit Blueprint Workshop*	• Understanding by Design Guide to Creating High Quality Units - Introduction • UbD videos • Big Ideas, Essential Questions, Enduring Understandings 1-pager • Continue working on Family Unit Blueprint
7 **11/13**	*Read Aloud & Discussion: Family Diversity, Equity, Inclusion* *UbD: Goals, Skills, Knowledge* *UbD: Family Unit Blueprint Workshop*	• Understanding by Design: Established Goals, Knowledge & Skills 1-Pager • Continue working on Family Unit Blueprint
8 **11/20**	*UbD: Performance Assessments* *UbD: Family Unit Blueprint Workshop* *Closing Touchpoint: Onward Ch. 6*	• Understanding by Design Text Excerpts: Stage 2 & 3 • **AFTER CLASS (by end of day): Submit 1st Draft Family Unit Blueprints** • **Submit Resilience Plan Update - Ch. 6 (optional Due Date)**
THANKSGIVING BREAK (11/23 - 27)		
9 **12/2** **(Wed)** **3:00-5:15**	*Family Partnership Core Values Reflection* *2nd Draft Family Unit Blueprint Sharing with Peers* *Closing Circle + Reflections*	• **Bring to share in class with peers: 2nd Draft Family Unit Blueprints** • **Submit Resilience Plan Update - Ch. 6 (Official Due Date)**

12/9 (Wed)	***No Class***	• ***Final Family Unit Blueprints and Final Individual Reflections Due Wed 12/9***

You can find copies of key course texts at GSE Reserves in the Green Library or access copies on Reserve in the STEP Library (CERAS 308).

Reading List (a work in progress)

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

Embracing Equity: Building Authentic Relationships with Families Resource https://www.embracingequity.org/

Learning for Justice: Family and Community Engagement https://www.learningforjustice.org/magazine/publications/best-practices-for-serving-lgbtq-students/section-iv-family-and-community

Learning for Justice "What Is A Family?" https://www.learningforjustice.org/classroom-resources/lessons/what-is-a-family

"Section IV: Family and Community Engagement" https://www.learningforjustice.org/magazine/publications/best-practices-for-serving-lgbtq-students/section-iv-family-and-community

Muhammad, Gholdy (2021). "Cultivating Genius and Joy through Culturally & Historically Responsive Education" GSE RILE Conference.

Muhammad, G., & Love, B. L. (2020). Cultivating genius: an equity framework for culturally and historically responsive literacy. New York, NY, Scholastic Inc.

Muhammad, Gholdy (2023). Unearthing Joy: A Guide to Culturally and Historically Responsive Teaching and Learning. Scholastic.

Paulick, J., Palacios, N., & Kibler, A. (2021). Family-teacher partnerships to support culturally and linguistically marginalized children's successful transition to school. In S. T. Vorkapić & J. LoCasale-Crouch (Eds.), *Supporting children's well-being during early childhood transition to school* (pp. 303–321). Information Science Reference/IGI Global.

Wiggins, G., McTighe, J. (2005) Understanding By Design 2nd Expanded Edition. Association for Supervision and Curriculum Development (ACSD).

Wiggins, G. and McTighe, J. (2011). The Understanding by Design Guide to Creating High-Quality Units. Association for Supervision and Curriculum Development, Alexandria, VA, USA.