

ED246G: Elementary Teaching Seminar (Practicum)

Winter 2026 | January 9 - March 11

(Usually) Fridays 9:15 am - 12:15 pm

INSTRUCTORS

Mari Montoy-Wilson
mmontoywilson@stanford.edu
650-603-6518

Catalina Martinez
catalina.martinez@stanford.edu
201-310-7843

Nallely Beulah Aceves-Romero
nbaceves@stanford.edu
619-799-1648

COURSE OVERVIEW

“Our children are already genius when they come to us in schools and classrooms. We only need to cultivate it...”
- Dr. Gholdy Muhammad



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.

In the Winter Seminar course we will focus our attention on **Assessment for Learning and Equity**, centering each child and determining opportunities to fully see and cultivate their genius. We will also continue to focus on **Celebrating Identity, Culture and Histories** and engage in learning experiences (e.g., through play, art, read-alouds, guest speakers, etc.) that support us to honor diverse identities, stories and heritages. Within Assessment, we will explore strategies for developing inclusive and equitable assessment practices and discuss some of the theoretical underpinnings of assessment decisions in the field. We will learn how our historical assessment and accountability systems have evolved, while exploring and imagining ways to recenter and capture diverse students’ brilliance. Topics will range from the macro (state and national standardized testing practices) to the local (designing rubrics, assessing student and class progress, giving purposeful feedback), and more. We will also continue to hold space for exploring our year-long Seminar Big Ideas (see below).

WINTER SEMINAR BIG IDEAS & ESSENTIAL QUESTIONS

1. Celebrating Identity, Culture and Histories

- How might we support our students to understand a more holistic version of history in service of equity and justice?
- How might we amplify historically marginalized voices, identities, and multiple perspectives?

2. History of Assessment

- How did our current assessment practices come to be? Who designed them? In what ways do they serve or not serve students, teachers and schools?

3. Role and Purpose of Assessment for Learning

- What is the purpose and value of assessments in teaching and learning?
- What do/can assessments look like?

4. Reimagining Equitable Assessment Practices

- What does it look like to move toward more equitable and inclusive assessment practices?
- How can we, as educators, responsibly utilize assessment to further student growth/success?
- How can we uphold our core values and center students' experience as we engage with assessing and assessment?

YEAR-LONG SEMINAR BIG IDEAS & ESSENTIAL QUESTIONS

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



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

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.

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).

Your Supervisor will continue to work with you to design and support your growth and development in your Winter 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. At the end of the Winter 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.

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

3. Seminar Winter Workshops: edTPA, Job Arc & Community

edTPA

In addition to meeting the coursework and fieldwork requirements of a credentialing program, the State of California requires that teacher candidates achieve a passing score on the edTPA (or another approved performance assessment) before being recommended for a Preliminary Teaching Credential. These assessments include summative course assignments and all reflections connected with formal observations by Supervisors.

The edTPA Elementary Education assessment is composed of four tasks:

1. Planning for Literacy Instruction and Assessment

2. Instructing and Engaging Students in Literacy Learning
3. Assessing Students' Literacy Learning
4. Assessing Students' Mathematics Learning

During Winter Quarter, Elementary candidates are required to attend edTPA workshops hosted by their Academic Advisor and Support Providers in order to support them in successfully completing the edTPA by the target date submission in March.

Job Arc Workshops

Elementary Candidates will also engage in required Job Workshops hosted by our Clinical Director to support them in developing strong and compelling materials to support them in their job search:

1. Resume Writing + Cover Letter
2. Interview Skills
3. Mock Interviews with District + School Administrators

Winter Quarter Seminar Workshops

please see the [edTPA Trail Guide: Timeline and Tasks](#) for edTPA Workshop dates, to-dos, and deadlines

Date/Time/Location	Workshop Focus	Facilitators
January 9th, 2026, 3:30-5:00 PM Barnum	Jobs Arc Workshop: Resume and Cover Letter Writing	Ruth Ann
January 22nd, 2026, 3:30-5:00 PM Barnum	Jobs Arc Workshop: Interview Skills and Prep	Ruth Ann + Special Guest
January 30th, 2026 4:00-6:45 PM	STEP Mock Interviews	Ruth Ann, the STEP Team + Hiring Managers from throughout the Bay Area and state

SEMINAR ASSIGNMENTS

Due to the significance of the **edTPA** during this quarter, there is no new main assignment for this course outside of our ongoing [Resilience Plan](#). Rather, this course will support you (via weekly pre-work and in-class learning activities) to explore meaningful and significant elements of assessment in conjunction with the edTPA. Further, the course will support you to have ongoing

discussions and touchpoints with colleagues in class to support our meaning-making and journey as it pertains to resiliency as an educator. The Resilience Plan will continue to encourage you to choose a mode of expression that supports you to meet your needs of wellness and joy.

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

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm (e.g. types of morning meeting greetings, etc.). However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. You may not submit any work generated by an AI program as your own.

WINTER 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	PREWORK/ASSIGNMENTS
1 1/9	<ul style="list-style-type: none"> Reconnecting in Community Winter Seminar Overview Onward Book Clubs: Ch. 7 Concept Map: Assessments edTPA Overview 	<ul style="list-style-type: none"> Add a picture from Winter Break to community slideshow and be ready to share: What story does your picture tell and why is it important to you? Read Syllabus Finish reading Onward Ch. 7 and come ready to discuss in class Begin reading Ch. 8 Onward edTPA: Read: Handbook pages for Task 4 (Intro + What Do I Need to Do) edTPA: Watch: Timeline, Tasks, and Math Task Video (coming soon!)
2 1/14 Wed 3:15 - 5:15 Immersion Week	<ul style="list-style-type: none"> Historical Context of Assessments Concept Map: Reimagining Assessment & Accountability edTPA Registration and Payment 	<ul style="list-style-type: none"> SUBMIT RESILIENCE PLAN UPDATE FOR CH. 7 (by 1/14) Read History of Standardized Testing in the United States - A Timeline, National Education Association Continue reading Ch. 8 Onward
3 1/23	<ul style="list-style-type: none"> Assessment for Learning Celebrating Culture, Identity & Histories: Martin Luther King, Jr. Day & Black History Month Onward Book Club: Ch. 8 	<ul style="list-style-type: none"> Read Stiggins, excerpts of Assessment Crisis: The Absence of Assessment FOR Learning Read The Secret to Formative Assessment Choose 1 to explore and come back w/ an idea to jigsaw: <ul style="list-style-type: none"> Edutopia's "53 Ways to Check for Understanding." Edutopia's Putting the FORM in Formative Assessment Edutopia's short articles on Formative Assessment Read "So, How Should We Teach Black History In Schools?" by Alicia Simba

		<ul style="list-style-type: none"> • Read "From MLK to #BlackLivesMatter: A Throughline for Young Students" by Bret Turner • Continue reading Ch. 8 Onward and come ready to discuss
4 1/30	<ul style="list-style-type: none"> • Rubrics & Assessments FOR Learning • Celebrating Culture, Identity & Histories: Lunar New Year 	<ul style="list-style-type: none"> • SUBMIT RESILIENCE PLAN UPDATE FOR CH. 8 (by 1/30) • Read Andrade, "Using rubrics to promote thinking and learning • Read Andrade, "Teaching with rubrics: the good, the bad, and the ugly
5 2/6	<ul style="list-style-type: none"> • Effective Feedback <ul style="list-style-type: none"> ◦ Analyzing Instructional Video ◦ Analyzing Student Work ◦ Analyzing Written & Oral Feedback 	<ul style="list-style-type: none"> • Read Brookhart, Feedback that Fits • Begin reading Ch. 9 Onward
6 2/13	<ul style="list-style-type: none"> • Student-Engaged Assessments • Onward Book Club: Ch. 9 	<ul style="list-style-type: none"> • Read Zaretta Hammond on Equity and Student Engagement • Read Excerpts from Leaders of their Own Learning: Transforming Schools Through Student-Engaged Assessment • Read Student-Engaged Assessment Readings & Artifacts for "Jigsaw" • Continue reading Ch. 9 Onward and come ready to discuss in class
7 2/20	<ul style="list-style-type: none"> • Standardized Testing & Multilingual Learners • Accommodations & Modifications in Standardized Assessments 	<ul style="list-style-type: none"> • Preview Smarter Balanced Practice Tests & in-class tasks • Continue reading Ch. 9 Onward • Additional Readings TBD
2/27	GARDEN DAY	<ul style="list-style-type: none"> • SUBMIT RESILIENCE PLAN UPDATE CH 9 (by 2/27)
8	<ul style="list-style-type: none"> • Onward Book Club: Ch. 10 	<ul style="list-style-type: none"> • Begin reading Ch. 10 Onward and come ready to discuss in class • Read Play Personalities

3/6	<ul style="list-style-type: none"> • <i>Play & Create Meets Assessments</i> 	<ul style="list-style-type: none"> • Read For Black Children, Play Can be Transformative • Read What is the Power of True Play? Play as Freedom, Play as Liberation
9 3/11 Wed 3:15 - 5:15	<ul style="list-style-type: none"> • <i>Course Synthesis</i> • <i>Course Evaluation</i> 	<ul style="list-style-type: none"> • Continue reading Ch. 10 Onward

Reading List (a work in progress)

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

Andrade, H. G. (2000). *Teaching with rubrics: The good, the bad, and the ugly*. *Educational Leadership*, 58(5), 13–18.

Andrade, H. G. (2000). *Using rubrics to promote thinking and learning*. ASCD.

<https://ascd.org/el/articles/using-rubrics-to-promote-thinking-and-learning>

Berger, R., Rugen, L., & Woodfin, L. (2014). *Leaders of their own learning: Transforming schools through student-engaged assessment*. (pp. 1–12). John Wiley & Sons.

Brookhart, S. M. (2008). *Feedback that fits*. ASCD. <https://ascd.org/el/articles/feedback-that-fits>

Brown, S., & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul*. Penguin.

Edutopia. (2024). *Formative assessment*. Edutopia. <https://www.edutopia.org/topic/formative-assessment>

Finley, J. (2016). *53 ways to check for understanding*. Edutopia.

<https://www.edutopia.org/sites/default/files/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf>

Greater Good Science Center. (2020). *For Black children, play can be transformative*. Greater Good Science Center at UC Berkeley. https://greatergood.berkeley.edu/article/item/for_black_children_play_can_be_transformative

Hertz, C., & Mraz, K. (2018). *Kids first from day one: A teacher's guide to today's classroom*. Heinemann.

Hill, D. Jr. (2021). *For Black children, play can be transformative*. Greater Good Science Center at UC Berkeley.

Jones, D. (2019). *What is the power of true play? Play as freedom, play as liberation*. DeY Institute. <https://dey.org/what-is-the-power-of-true-play-play-as-freedom-play-as-liberation/>

Lambert, M. (2021, April 24). *The secret to effective formative assessment*. Fostering Quality Schools. <https://www.fosteringqualityschools.com/the-secret-to-effective-formative-assessment/>

National Education Association. (2020). *The history of standardized testing in the United States*. National Education Association. <https://www.nea.org/professional-excellence/student-engagement/tools-tips/history-standardized-testing-united-states>

Rebora, A. (2021). *Zaretta Hammond on equity and student engagement*. ASCD. <https://ascd.org/el/articles/zaretta-hammond-on-equity-and-student-engagement>

Simba, A. (2022). *So, how should we teach Black history in schools?* Blavity. <https://blavity.com/so-how-should-we-teach-black-history-in-schools?category1=opinion>

Solano-Flores, G. (2021, April). The semiotics of test design: Conceptual framework on optimal item features in educational assessment across cultural groups, countries, and languages. In *Frontiers in Education* (Vol. 6, p. 637993). Frontiers Media SA.

Stiggins, R. J. (2002). Assessment crisis: The absence of assessment for learning. *Phi Delta Kappan*, 83(10), 758-765.

Turner, B. (2018). From MLK to #BlackLivesMatter: A throughline for young students. Learning for Justice.

<https://www.learningforjustice.org/magazine/from-mlk-to-blacklivesmatter-a-throughline-for-young-students>