

# ED246E: Elementary Teaching Seminar (Practicum)

Summer & Pre-Fall 2008 (3 units)

## **Ira Lit, Ph.D.**

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office hours by appointment

## **Meeting Times and Locations**

STEP Orientation (June 22-26)

Fridays, 9:00-noon, CERAS 204 (Summer)

Wednesdays, 3:15-5:15, CERAS 204 (Pre-Fall)

## **Course Description**

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 your STEP curriculum: (1) the student teaching experience, (2) the supervisory program, and (3) the 'Practicum' sessions.

At the conceptual level, the Teaching Seminar serves multiple purposes. 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.

## **The Practicum Sessions**

Weekly readings, discussions and activities will be orchestrated in conjunction with field experiences in local public schools. A key overarching objective of the course is to help candidates begin to develop a critical stance toward the field of education and the purposes and forms of schooling and teaching in particular. Over the course of the year, students will engage in critical thinking and inquiry around key questions and themes.

In the summer/pre-fall course, our focus will be on **Exploring Teaching**, and we will address several big questions: **Why teach? What is (good) teaching? What makes teaching so complex?** and **What is the relationship between teaching and learning?**

In addition to these core themes and questions, we will devote class time to each of the following:

- deliberations about the connections between educational theory and clinical practice
- exploration of essential curricular areas for multiple subject teachers, such as health and physical education

Following a constructivist approach, we reserve the right and responsibility to adjust the course to meet the needs and interests of the group as we jointly deem appropriate over the course of the year.

## **Student Teaching & Supervisory**

To complete this section of the course, you must meet **all** the expectations related to the field placement. Regular attendance and active participation at the STE/Santa Clara Summer School, related planning and supervisor meetings, and all seminar meetings are an expectation. You are expected to develop and maintain professional and collegial relationships with the cooperating teachers and your STEP peers.

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).

## ***Readings for the Teaching Seminar***

### **Books**

1. Paley, V.G. (1997). *The girl with the brown crayon*.
2. Kohl, H. (1984). *Growing minds: On becoming a teacher*.

### **Reader: Exploring Teaching & Learning**

- Oakes, J. & Lipton, M. (2003). "Introduction." In *Teaching to change the world*, pp. xiii-xxi.
- Swope, S. (2004, December 20). "A lesser form of immortality? It'll do." *Newsweek*, p. 18.
- Flosi, J. (2008, July/August). "Why I love to teach." *Stanford Magazine*, p. 124.
- Edelman, M.A. (1999). "Teachers and their messages," in *Lanterns: A memoir of mentors*, pp. 20-23 and 133-140.
- Hawkins, D. (1974). "I, thou, and it." In *The informed vision: Essays on learning and human nature*, pp. 48-62.
- Skilton-Sylvester. (1999). "Teaching without charisma." In Edelsky, C. (Ed.), *Making justice our project*, pp. 115-140. Urbana: National Council of Teachers of English.
- Berger, R. "What is a Culture of Quality?" In *A culture of quality*, pp. 7-51.
- Esquith, R. (2007). *Teach like your hair's on fire*, pp. ix-xii.
- Ladson-Billings, G. (1994). Chapter 2: "Does culture matter?" In *Dreamkeepers*, pp. 15-26 and 102-126.
- Howard, G. (1999). "Introduction." In *We can't teach what we don't know*, pp. 1-9.
- Clark, L. (1994). "Expectation and 'at-risk' children: One teacher's perspective." In *Rethinking our classrooms*, pp. 126-128.
- Wilson, S., Shulman, L., & Richert, A. (1987). "150 different ways of knowing: representations of knowledge in teaching." In *Exploring teachers' thinking*, pp. 104-21.
- Norman, D. (1980). What goes on in the mind of the learner? In W.J. McKeachie (Ed.), *New Directions for Teaching and Learning*, pp. 37-49. San Francisco: Jossey-Bass.
- Tharp, R.G., Estrada, P., Dalton, S., Yamauchi, L.A. (2000). Chapter 3, "Activity in theory and classrooms," in *Teaching transformed*, pp. 43-68.
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*, pp. 182-197 and 221-232.

### **Additional Resources**

- California Curriculum Frameworks and Content Standards: <http://www.cde.ca.gov/ci/>
- Child Abuse: Educator's Responsibilities (2007). California Attorney General's Office.
- Bransford, et al. (1999). *How People Learn*: <http://www.nap.edu/html/howpeople1/>
- Darling Hammond, et al. (2002). *The Learning Classroom*: <http://www.learner.org/resources/series172.html>

## Student Work and Assignments

### 1. Student Teaching & Supervisory (50%)

### 2. Practicum Participation (20%)

### 3. Practicum Assignments (30%)

- A. Health & Physical Education Programs at your school/district (10%)
- B. Exploring Teaching: Final Project (20%)

## Assessment

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 reflection to prepare something interesting to say.
- Careful – Proof read your work. Rules of grammar, spelling, punctuation, proper citation (APA formatting), etc. should be followed.

Rewrites will be accepted up to 1 week after assignments have been returned.

## Candidate Responsibilities

- Reliable and consistent attendance (for practicum, modules, and field work). *Please be on time!*

Students and teachers in the field are relying on your participation and attendance, as are your instructors and classmates in your courses. Any absences or late arrivals should be reported to your school sites and instructors as soon as possible. It is your responsibility to arrange to make up any missed time or activities in the field or in your course work.

- Timely and thoughtful completion of all assignments.
- Active and respectful participation in class.
- Commitment to the course, your classmates and your instructors.
- High degree of independence, responsibility and intellectual resourcefulness  
(to search out and make connections across theory, practice, ideas and people)
- Positive and professional participation in the field.

While your roles may vary based on course assignments and the needs and requests of your CT and SUP, your primary responsibility is to be a respectful and helpful guest at your school site.

- Respect for and cooperation with your CT, the students, and others in the field (parents, principals, other school staff, etc.) is essential.

Clear and open communication with your CT and your SUP is paramount to a successful experience at the school site.

- Professional attire and demeanor are expected at your field site.
- Please notify your Supervisor of any concerns or issues in the field immediately.