



STANFORD TEACHER EDUCATION PROGRAM

SECONDARY TEACHING SEMINAR

Education 246 A: Seminar on Race, Intersectionality, and Identity in Schools

4 units (or 3 units if you are adding the Schooling the Golden State elective)

Summer, 2025

Instructional Team:	Jeff Camarillo	jcamarillo@stanford.edu
	Kristen Jackson	kjax@stanford.edu
	Colin Haysman	chaysman@stanford.edu
	Mandy Lau-Manluco	mmanluco@stanford.edu
	Eghosa Obaizamomwan Hamilton	eghosa@stanford.edu

Course Description

The STEP Teaching Seminar sits at the nexus of the clinical and coursework components of our teacher preparation program. 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 (4) the workshop series

Teaching Seminar

This course provides initial preparation and practice in issues and strategies for teaching in classrooms with diverse students, families/caregivers 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. These topics are critically important as we center anti-racist and abolitionist teaching practices in our collective work. This course will prepare STEP teacher candidates to begin their journey as culturally sustaining practitioners committed to transformative and restorative justice.

During this course we will explore a collection of big questions grounded in our core values of love, joy, community, equity and justice, each of which is connected with themes you will be examining throughout your year in STEP:

- *What does it mean to teach for equity and racial justice?*
- *How do I become an anti-racist educator and what are the various forms of racism I am working to dismantle?*

- *How do I understand and embrace the culture and context of my school and community in support of my students and families?*
- *Who are my students and how do I support them?*
- *Who am I and how do I show up? How does my identity intersect with my own biases and my praxis?*

Expectations:

We are so grateful that you are here with us for the year! We are especially grateful for all of the work you will do to show up strong for our seminar. We, as an entire community, are at our best when we have all prepared for seminar. Our learning in seminar is always in community and done collectively. This will require your thoughtful preparation for each class session. You are a piece of a crucial puzzle that feels incomplete if you are missing, unable to participate fully in class, or not centering the end goal of radical transformative education every session. Preparing for class includes reading and engaging with any prep work linked to each class session's Canvas pre-work module. Your unique perspectives, based on your intersectional identities and lived experiences, is so important to each and every conversation in class. Your colleagues, instructors and most importantly, your current and future students deserve for you to prepare for class and bring the best version of yourself to our shared learning spaces as you prepare to be the best teacher you can become.

Please complete all course assignments carefully, thoughtfully, and on-time, as each assignment is a piece of a larger puzzle that will result in you being the best well rounded educator. If you need an extension please let your instructors know Feedback will be provided by instructors and Supervisors. 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 a grade A assignment.

Attendance and Professional Educator Communication:

Please attend each class 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.

Communication is a deeply important aspect of being a professional educator. 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 CT + Supervisor + Ruth Ann + Jeff
- **Missing Supervisory:** If you plan/need to miss or be late to supervisory, please email Ruth Ann + Jeff + your Supervisor

Clinical work and Supervisory:

- Everyone will be a student teacher at a summer school in Sunnyvale called Stanford Summer Explorations at Columbia Middle School. 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. Completing this component of the course means that you have met all of these expectations. The cooperating teachers will complete an Assessment of Field Placement Experience and Participation for the teacher candidates, and you will complete a Self-Assessment of your Summer Field Placement Experience using a similar tool.
- 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 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 in a timely manner. This includes documents such as contracts, induction agreements, and assessments from Cooperating Teacher(s), and your University Supervisor.

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.

<https://communitystandards.stanford.edu/policies-guidance/honor-code>

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>. Regardless of your status with OAE, please do not hesitate to reach out to a member of the teaching team for assistance making the class material accessible for you.

Assignments and Assessments:

Assessment and Grading:

STEP is a professional preparation program. Your learning and performance are designed in service of others — the students, families, and communities you serve. To that end, we rely on a standards-based assessment system: Students are expected to fully meet all course and assignment requirements. If your performance does not meet the expected standard, you will be asked to revise and resubmit. If you need an extension for assignments or must miss a class session, let your instructors know, when possible, well in advance.

Meeting course expectations will result in full credit and an A grade for the course (though it is your learning and professional growth, not the grade, that matters more).

Assignments:

Dialectical Journal Reflections Assignment - Due Weekly

Throughout our course, you will complete a journal reflection responding to prompts/questions that are aligned with the themes and readings for the week's seminar class. These reflections will each be 1-2 paragraphs (no more than 1 page) and will be captured in an on-going Google doc that you will share with Seminar instructors via a link in Canvas. Each week, a member of our instructional team will respond to your reflections with affirmations and questions for you to consider.

Assessment of Field Placement Experience and Participation - Due July 31st, 2025

Complete a Self-Assessment of Field Placement Experience and Participation

The Multiple Contexts of Our Work: Knowing, Understanding, and Affirming Our Students, Families and School Communities – PechaKucha Presentation - Due September 17th, 2025

See assignment details to be published on Canvas.

Part 1: School and Classroom Context

Part 2: Cultural and Community Context and Assets

Part 3: Synthesis and Reflection

CT Assessment - Due July 24th, 2025

Your Summer CT will complete this form. Once you have met with your CT and reviewed this assessment, make sure you have access and upload a copy of it to canvas. Your full year supervisor will get a copy of both your own and your CTs assessment.

Summer Seminar Sessions

SESSION	FOCUS	READINGS & ASSIGNMENTS DUE
<p>Introductory Class Tuesday, July 1st Group 1: 8:50-10:15 am Group 2: 10:55 AM-12:20 PM @ Columbia Middle School Library</p>	<p>Welcome to Seminar + Summer Supervisory + Planting Seeds for the Co-Construction of Community Agreements Plus Mandated Reporting Workshop</p>	<p><i>Read the Living Draft of the Secondary Teaching Seminar Course Syllabus</i></p>
<p>Class 1 Wednesday, July 16th 2:45-5:15 PM CERAS 300</p>	<p>Racial and Intersectional Identity and the Work of Teachers</p>	<p>Teaching at the Intersections Learning for Justice + TBD</p>
<p>Class 2 Wednesday, July 7/23 2:45-5:15 PM CERAS 300</p>	<p>Teaching for Educational Freedom and Racial Justice</p>	<p>Love- Chapter 1 and Chapter 5 from <i>We want to do more than survive</i></p> <p>hooks, b. (1994). <i>Teaching to Transgress: Education as the Practice of Freedom.</i> Routledge. pp. 1-22.</p> <p>Dialectical Journal #1 Due by end of day</p>
<p>Class 3 Wednesday, July 30th 2:45-5:15 PM CERAS 300</p>	<p>Moving Towards Thick Solidarity as Teachers</p>	<p>Shange & Liu-Toward Thick Solidarity</p> <p>+ Naseem Rodrigues & Kim Asian and American and Always Becoming</p> <p>Dialectical Journal #2 Due by end of day</p>
<p>Class 4 Wednesday, August 6th 2:45-5:15 PM CERAS 300</p>	<p>Abuelita Epistemologies + Centering Culture/Identity in Our Collective Work as Teachers</p> <p><i>**Introduce final assignment: The Multiple Contexts of Our Work:</i></p>	<p>Gonzales, S.-Abuelita Epistemologies: Counteracting Subtractive Schools in American Education</p> <p>Dialectical Journal #3 Due by end of day</p>

	<i>Knowing, Understanding, and Affirming Our Students, Families and School Cultures and Communities</i>	
Class 5 Wednesday, August 13th 2:45-5:00 PM CERAS 300	Retention @The Roots with the Teaching Well + Community Building & Storytelling Supervisory Launch 5:15-6:30 PM	No Reading <i>Dialectical Journal #4</i> Due by end of day
Class 6 Wednesday, August 20th 2:45-5:15 PM CERAS 300	Native & Indigenous Educational Epistemologies	<i>Leanne Betasamosake Simpson "Land as pedagogy: Nishnaabeg intelligence and rebellious transformation"</i> <i>No journal due this week</i>
Class 7 Wednesday, August 27th 2:45-5:15 PM CERAS 300	Disrupting the School to Prison Pipeline	K. Wayne Yang - Discipline or Punish? Some suggestions for school policy and teacher practice. -Connection to filial piety SEARAC South East Asian Americans and the -School-to-Deportation-Pipeline Noguera, P. (2003). Schools, Prisons and Social Implications of Punishment: Rethinking Disciplinary Practices. <i>In Theory into Practice</i> . 42(4). p. 341-350 <i>Dialectical Journal #5</i> Due by end of day
Class 8 Wednesday, September 3rd 2:45-5:15 PM CERAS 300	Dismantling Structural/Systemic Racism in Schools	Gorski - <i>Avoiding Racial Equity Detours</i> <i>Dismantling Racism Handbook (pages 20-35)</i> + Simmons - <i>How to be an Anti-Racist Educator?</i> <i>Dialectical Journal #6</i> Due by end of day

Class 9 Wednesday, September 10th 2:45-5:15 PM CERAS 300	'Critical Hope' & Class Conversation with author, Dr. Jeff Duncan-Andrade	Duncan-Andrade- Note to educators
Class 10 Wednesday, September 17th 2:45-5:15 PM CERAS 300	The Multiple Contexts of Our Work: Knowing, Understanding, and Affirming Our Students, Families and School Cultures and Communities + Community Celebration + Reflection	DUE: The Cultural Context of our Students, Families and School Communities (Parts 1 & 2) - Final Project Present Final Projects

Summer Workshops

Date/Time/Location	Workshop Focus	Facilitators
Tuesday, July 1st 8:50-9:40 AM and 11:05-11:55 AM Columbia Middle School Library	Mandated Reporter Sense Making + Discussion Workshop	Jeffrey Camarillo, STEP Associate Director of Secondary Education + STEP Alum Panelists
Monday, July 14th, 2025, 3:15-5:15 PM CERAS 300	Reading Across Disciplines Workshop #1	GSE Doctoral Students-Lena Ann Phalen, Lisa Archuleta and Marti Lane
Tuesday, July 15th, 2025, 3:15-5:15 PM CERAS 300	Reading Across Disciplines Workshops #2	GSE Doctoral Students-Lena Ann Phalen, Lisa Archuleta and Marti Lane
Thursday, July 17th, 2025, 3:15-5:15 PM CERAS 300	Reading Across Disciplines Workshops #3	GSE Doctoral Students-Lena Ann Phalen, Lisa Archuleta and Marti Lane
Tuesday, July 22nd, 2025 3:15-5:00 PM CERAS 300	Reading Across Disciplines Workshops #4	GSE Doctoral Students-Lena Ann Phalen, Lisa Archuleta and Marti Lane

Tuesday, July 22nd, 2025 5:30 - 7PM CERAS 300 (W/Dinner)	Secondary + Elementary Seminar Workshop: Teaching Complex & Controversial Topic	
Tuesday, July 29th, 2025 2:45-4:15 CERAS 300	UDL Workshop	