ED 244: Classroom Management and Leadership

Fall - 2019

Instructors:
Kristina Dance (kdance@stanford.edu)
Colin Haysman (chaysman@stanford.edu)
Geetha Lakshminarayanan (slakshmi@stanford.edu)
Johanna Paraiso (urbanilliterati@gmail.com)

Time:  Wednesdays, 3:00-5:00 (5:05-5:15 Seminar/Housekeeping meeting in CERAS 300)

Essential Question: How best can I manage and lead my classroom?

Description:
This course is designed to give Teacher Candidates a broad overview of classroom management and leadership (CML), including its foundation in theory, application in practice and implications for equitable student outcomes. Teacher Candidates will reflect upon their placement experiences and further develop their individual approach to developing an inclusive, productive and well-structured learning environment.

Course Objectives:

Theoretical Understanding
Teacher Candidates will read and reflect on theories and practices of CML and develop an understanding that CML encompasses many domains. This includes aspects of curriculum design, classroom structures, relationships with parents and students and strategies for managing challenging student behaviors.

Personal Understanding
Teacher Candidates will consider who they are as teachers and how their personal identity affects their work with students. They will develop an understanding of the complex relationship between their classroom interactions and their identity and the impact this has on how effectively they manage their classroom.

Practical Strategies
Teacher Candidates will consider, practice and reflect on a variety of strategies and techniques that may facilitate effective classroom management. They will recognize that managing and leading students is a complex process that cannot be reduced to a simplistic list of techniques and tools.

Building Community
Teacher Candidates will understand that the classroom is a community of learners and will consider strategies that, from day one, assist in the development of that sense of community, including working with parents and guardians.

Equitable Outcomes
Students will reflect on their own management practices, as well as those of others, with the goal of understanding how to create more equitable classrooms and outcomes through effective classroom management.
Readings:
The Heart of a Teacher by Parker J. Palmer
The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children by Lisa Delpit
Selection from Building Classroom Discipline, Eighth Edition by C.M. Charles
Selection from Beyond Discipline: From Compliance to Community by Alfie Kohn
Selection from Teach Like a Champion by Doug Lemov
Selection from Culturally Sustaining Pedagogies by Paris and Alim
Selection from Bad Boys: Public Schools in the Making of Black Masculinity (Law, Meaning and Violence) by Ann Arnett Ferguson
(Un)necessary toughness? Those ‘Loud Black Girls’ and those ‘Quiet Asian Boys’ by Joy L. Lei
The Risks of Rewards by Alfie Kohn (ERIC)
A Framework for Culturally Responsive Teaching, Wlodkowski and Ginsberg
Savage Unrealities: Uncovering Classism in Ruby Payne's Framework by Paul Gorski
The Myth of the Culture of Poverty by Paul Gorski

Assessment and Grading:
Students are expected to attend all classes, participate actively and submit all assignments. Each assignment includes instructions that describe the standards and expectations. Comments will be given on each assignment and it will be made clear whether the standard achieved is satisfactory. Students may rewrite assignments that are not satisfactory, although they must be resubmitted by the final date of the course to avoid an incomplete. All assignments must be completed by the due date unless prior arrangements have been made.

Assignments:
Submit all assignments as electronic copies by midnight on the day that the assignment is due. The title of the file should begin with your last name.

Three Reflective Logs: (10% each)
The first two logs you submit should be approximately 500 words each. The third log is a write up of your parental communications.
(Please see instructions posted on Canvas.)

Classroom Management Plan: (60%)
This will be included in your final portfolio for Seminar.
(Please see Classroom Management Plan instructions and rubric posted on Canvas)

Participation: (10%)
Participation will reflect attendance, punctuality to class (and with assignments) and contributions to class discussions and activities.

Accessibility:
Students with documented disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC 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 SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).

Calendar
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<th>Class</th>
<th>Essential Question(s)</th>
<th>Readings/Assignments</th>
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| 1 9/17 | Defining Classroom Management and Leadership for Ourselves:  
What is classroom management and leadership?  
What kind of leader and manager do you want to be? | Read for today:  
The Heart of A Teacher, Palmer  
The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children, Delpit |
| 2 9/25 | How do I set the right tone in my class? | Read for today:  
Culturally Responsive Classroom Management, NYU Steinhart |
| 3 10/2 | How do I create a community of learners? | Read for today:  
Q&A with Paris and Bristol  
Building Classroom Discipline, Chapter 3, Charles  
Beyond Discipline: From Compliance to Community, Chapters 1, 2, Kohn |
| 4 10/9 | What procedures, routines and rules will operate in my classroom and what practical strategies will I employ? | Read for today:  
Teach Like A Champion, Chapters 1, 5 & 6, Lemov  
**Turn in Log # 1** |
| 5 10/16 | What procedures, routines and rules will operate in my classroom and what practical strategies will I employ? | Read for today:  
For more background on CRP-(Optional)  
Toward a Conceptual Framework of Culturally Relevant Pedagogy, Brown-Jeffy and Cooper |
| 6 | How will I know that I have | Read for Today:  
Bad Boys, 1-23 and 61-73, Ferguson |
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| 10/23  | succeeded in creating an equitable learning environment where all have equitable access to educational opportunities and accomplishments? | *(Un)necessary Toughness? Those ‘Loud Black Girls’ and those ‘Quiet Asian Boys’, Lei*  
*The Myth of the Culture of Poverty, Paul Gorski* | *Turn in Log #2*                                                        |
| 7/10/30| What motivates and engages my students?                                   | *Read for Today: Risks of Rewards, Kohn*  
*A Framework for Culturally Responsive Teaching, Wlodkowski and Ginsberg*  
*From Culturally Sustaining Pedagogy, by Paris and Alim, “You Ain’t Making Me Write”, Kinloch* |                                                 |
| 8/11/6 | How can I most effectively work with parents?                            | *Read for Today:*  
[https://www.edweek.org/tm/articles/2000/09/01/02indian.02.html](https://www.edweek.org/tm/articles/2000/09/01/02indian.02.html)  
*Turn in Log #3 (Parental Communication)* |                                                 |
| 9/11/13| Classroom management – Learning from myself and others                    |                                                                           |                                                 |
| 10/11/20| Plenary session – answering the original essential question – “How best will I manage my classroom?” | *Draft CML Plan due in class for peer review.* |                                                 |
| 12/4   | Job Workshop: Preparing for Employment (Ruth Ann Costanzo)                | *Classroom Management & Leadership Plan Due* |                                                 |
| 12/11  | Joint Seminar – Elementary and Secondary                                  |                                                                           |                                                 |