

## **ED 244: Leading, Building & Sustaining Classroom Communities Fall - 2020**

### **Instructors:**

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**Times:** Tuesday, September 8<sup>th</sup> 1:30 to 3:15; Thursday, September 10<sup>th</sup> 1:30 to 3:15;  
Beginning Wednesday September 30<sup>th</sup> times will be 3pm to 4:45pm

### **Essential Question:**

How best can I lead, build and sustain an effective and equitable classroom community?

### **Description:**

This course is designed to give Teacher Candidates a broad overview of classroom leadership, 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 community.

### **Course Objectives:**

#### **Theoretical Understanding**

Teacher Candidates will read and reflect on theories and practices of leading effective and equitable classroom communities and develop an understanding that this work encompasses many domains. This includes aspects of curriculum design and pedagogy; classroom structures; relationships with communities, parents and students as well as a critical examination of strategies that are employed to manage 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 lead their classroom community.

### **Practical Strategies**

Teacher Candidates will critically consider and reflect on a variety of strategies and techniques that **may** facilitate effective classroom leadership. They will recognize that leadership of classroom community is a complex process that cannot be reduced to a simplistic list of techniques and tools. Teacher candidates will explore how the choice of strategies and techniques can empower and allow agency for students or suppress and disenfranchise students. This exploration will consider how these choices can maintain or diminish the racial inequities of classrooms and schools.

### **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 leadership practices, as well as those of others, with the goal of understanding how to create more equitable classrooms and outcomes through effective classroom leadership.

### **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 (Chapter 3 Lee and Marlene Cantor – Assertive Discipline)

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.)*

### **LBS Plan:** (70%)

This will be included in your final portfolio for Seminar.

*(Please see Classroom Leadership Plan instructions and rubric posted on Canvas)*

### **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

<i>Class</i>	<i>Essential Question(s)</i>	<i>Readings/Assignments</i>
<b>1</b> <b>9/8</b>	<p>Defining classroom leadership for ourselves:</p> <p>What is classroom leadership?</p> <p>What kind of leader do you want to be?</p>	<p><u>Read for today:</u> <a href="#"><i>The Heart of A Teacher</i>, Palmer</a></p> <p><a href="#"><i>The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children</i>, Delpit</a></p>
<b>2</b> <b>9/10</b>	<p>How does knowing myself and knowing my community impact the tone in my classroom at the start of the year?</p>	<p><u>Read for today:</u> <a href="#"><i>Culturally Responsive Classroom Management</i>, NYU Steinhart</a></p>
<b>3</b> <b>9/30</b>	<p>How do I build and sustain a community of learners?</p> <p>Speaker: Remi Sobomehin</p>	<p><u>Read for today:</u> Q&amp;A with Paris and Bristol</p> <p><i>Building Classroom Discipline</i>, Charles (Chapter 3 Lee and Marlene Canter – Assertive Discipline)</p> <p><i>Beyond Discipline: From Compliance to Community</i>, Chapters 1, 2, Kohn</p>

<p><b>4</b> <b>10/7</b></p>	<p>What procedures, routines and expectations will operate in my classroom and what practical strategies will I employ to maintain an effective learning community? Part I</p>	<p><u>Read for today:</u> <i>Teach Like A Champion</i>, Chapters 1, 5 &amp; 6, Lemov</p> <p><b><i>Turn in Log # 1</i></b></p>
<p><b>5</b> <b>10/14</b></p>	<p>What procedures, routines and expectations will operate in my classroom and what practical strategies will I employ to maintain an effective learning community? Part II</p>	<p><u>Read for today:</u> From <i>Culturally Sustaining Pedagogy</i>, by Paris and Alim, 'The (R)Evolution Will Not Be Standardized' by Gloria Ladson-Billings, pp. 141-146</p> <p>For more background on CRP- (Optional) <i>Toward a Conceptual Framework of Culturally Relevant Pedagogy</i>, Brown-Jeffy and Cooper</p>

<p><b>6</b> <b>10/21</b></p>	<p>How will I know that I have succeeded in building an equitable learning environment?</p>	<p><u>Read for Today:</u> <i>Bad Boys</i>, 1-23 and 61-73, Ferguson</p> <p><i>(Un)necessary Toughness? Those 'Loud Black Girls' and those 'Quiet Asian Boys'</i>, Lei</p> <p><i>The Myth of the Culture of Poverty</i>, Paul Gorski</p> <p><b><i>Turn in Log #2</i></b></p>
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<b>12/2</b>		
<b>12/9</b>		