COURSE DESCRIPTION:

“For the most part, schools value quiet children over loud ones and operate as though adults are the only teachers in the room. The adults get to speak while the young people listen. Questions are answered rather than asked. Our schools are designed to prepare children to take their assumed place in the social order rather than to question and challenge that order. Because we train youth in the image of capitalism instead of a vision of freedom- for lives as individual workers, rather than solidary human beings- young people are taught academic content that can be drilled and tested rather than understanding literacies and numeracies as forms of power, tools for organizing, fodder for the development of their own original ideas”.

- Carla Shalaby, Troublemakers: Lessons in Freedom from Young Children at School, p. xvi

Dear Friends-

Welcome to Building Classroom Communities. I am looking forward to getting to know each and everyone one of you! Throughout the quarter, we will begin the work of designing a vision for places and spaces where children can learn and grow, question and wonder, and bring their whole selves into their classroom community.

Broadly, we seek to construct a vision for classroom community built upon authentic and meaningful relationships with students and enact our vision of community in our interactions with students, pedagogical practices, and the classroom environments we co-create.

Our aims are ambitious and our work is urgent. To do so will require flexibility, creativity, self-reflection, and a desire to dream a better world for ourselves and our students. I can’t wait to get started working with you all,

Catalina
HONOR CODE

Students are expected to adhere to Stanford’s honor code. According to the Office of Judicial Affairs (OJA) website, “For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s).” For further information, please consult the OJA website: http://www.stanford.edu/dept/vpsa/judicialaffairs/students/plagiarism.sources.htm

STUDENTS WITH DOCUMENTED 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 number: 723-1066 http://studentaffairs.stanford.edu/oae

SUPPORT FOR ALL LEARNERS:

This course is designed to support your development as a professional educator. As educators, we are tasked with ensuring the success of ALL learners. Please let me know if the need arises for additional resources or support and we will work together to develop a plan for success.

ATTENDANCE AND PARTICIPATION

If you must miss a session, let me know as soon as possible so that you can complete all missed work prior to the next session. As valuable members of our learning community, your promptness, engagement, and attendance at each class session is essential. Engagement looks differently for everyone but ultimately requires us all to think critically, question our assumptions, actively listen, as we grow and learn together.
COURSE ASSIGNMENTS

You will have assignments due each week in class. Below is a table to help you organize yourself. More details for each assignment are listed below. All assignments, unless noted, are due at the start of class. We will be using each assignment in class. As such, for the benefit of our learning community, it is important that each assignment is completed thoughtfully and on time.

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
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</thead>
<tbody>
<tr>
<td>Self-Portrait</td>
<td>Childhood Story</td>
<td>Morning Meeting Plan</td>
<td>Morning Meeting Reflection (due July 26)</td>
<td>E-book Part I (in class July 29) Part II (August 2nd)</td>
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<td>AND What I Wish My Teachers Knew</td>
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**Due Session 1: Self-Portrait & What I Wish My Teachers Knew**

**Self-Portrait:**
Using any media (e.g. paint, collage, pencil, digital drawing), please create a self-portrait on an 8½ x 11 sheet of paper in advance of our first class. Make sure that your name is clearly shown somewhere on the sheet. Please feel free to use myself and/or your peers as a resource if there are materials that you need to create your product.

**NOTE:** These will be on public display in our classroom. The goal here is not artistic perfection, but self-expression.

**What I Wish My Teachers Knew:**
Write a letter to your elementary school teachers. You may use illustrations, poetry, storytelling, video, photography, or create a comic. What do you wish your elementary school teachers knew about you at the beginning of the school year? Interpret this however you wish. This document will only be shared with Catalina, but you may elect to share parts with your peers in class.

*This assignment will be graded as incomplete/complete.*
Due Session 2: Childhood Story

Childhood Story:
In line with our readings about enacting childhood, write a story (1-3 pages), poem, annotated illustration, or comic strip about an instance of childhood learning about building community, friendships, or relationships with others that was impactful for you. This should be an experience that took place during your elementary-aged years, but it doesn't have to have taken place at school.

Be descriptive in your account. The following questions can be used as a guide:
Where were you? Who were you with? What did you learn, and how? Did you leave the experience with any questions? Feel free to describe a positive experience, a negative one, or something in-between. You can take this in whatever direction feels right to you as long as you reflect on your experience thoughtfully and critically.

NOTE: You will share this writing with one of your colleagues in class.
This assignment will be graded as incomplete/complete.

Due Session 3: Morning Meeting Plan

Morning Meeting Plan
Sometime during Week 3 or 4 of summer school, you will lead a Morning Meeting for your class. You may choose to do this in tandem with your cooperating teacher. The meeting should be 10-20 minutes long, and include a morning message, greeting, sharing, and group activity. Please submit a lesson plan for your morning meeting. An optional template will be provided to you in class.

This assignment will be graded according to the rubric on the next page. I will provide feedback on your plan prior to you teaching:
### Morning Meeting Plan Rubric

<table>
<thead>
<tr>
<th></th>
<th>1: Approaching expectations</th>
<th>2: Meets expectations</th>
<th>3: Exceeds expectations</th>
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<tbody>
<tr>
<td>Structural Organization</td>
<td>Meeting plan demonstrates little or no attention to timing.</td>
<td>Meeting plan demonstrates careful attention to timing.</td>
<td>Meeting plan demonstrates careful attention to timing, as well as a backup plan or anticipated potential challenges.</td>
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<td></td>
<td>Meeting plan does not include all recommended components or a rationale for not including them.</td>
<td>Meeting includes all recommended components, or includes a rationale for not including them.</td>
<td>Meeting plan includes all recommended components, or a rationale for not including them.</td>
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<tr>
<td></td>
<td>Meeting plan does not clearly or positively communicate expectations for student actions.</td>
<td>Meeting plan demonstrates clearly communicated and positive expectations for student actions.</td>
<td>Meeting plan demonstrates clear communication, positive expectations for students, and multiple means of student engagement.</td>
</tr>
<tr>
<td>Responsive Design</td>
<td>Meeting plan does not show evidence of responding to students.</td>
<td>Meeting plan responds to student identities, interests, and abilities.</td>
<td>Meeting plan specifically addresses individual as well as group identities, interests, and abilities.</td>
</tr>
<tr>
<td></td>
<td>Meeting plan does not consider accessibility needs of students.</td>
<td>Meeting plan demonstrates careful attention to accessibility needs of all students.</td>
<td>Meeting plan demonstrates careful attention to accessibility needs of all students.</td>
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</tbody>
</table>

### Due Session 4: Morning Meeting Reflection *(due July 26)*

**Morning Meeting Reflection:**

After you’ve led a Morning Meeting, submit a narrative reflection (about 1-2 pages), and/or you may choose to annotate your lesson plan for the meeting using track changes. Either approach should address the following questions: What went well? What was challenging? What might you do differently next time? What did you learn about your students? What did you learn about your approach? What are you still wondering about?

*This assignment will be graded as incomplete/complete.*
Due Session 5: E-book

E-book Part I due in class July 29

During each session, we will engage with the guiding question through a series of centers (e.g. discussion center, research center, art center, reflection center). You will use Book Creator to document each week's center work. During session 5, you will bring your e-book to class and work individually and with your peers to engage in the following: (1) reflect on your ideas so far and (2) begin to articulate the approach you aspire to use in designing classroom environments and building relationships with students.

Further specifics for this assignment will be provided in class. This assignment will be graded as incomplete/complete.

E-book Part II due August 2nd

During Session 5, you will use your e-book to work individually and with your peers to engage in the following (1) reflect on your ideas so far and (2) begin to articulate the approach you aspire to use in designing classroom environments and building authentic and meaningful relationships with students.

You will build on the work from session 5 and embed into your e-book the following:

1. Your current vision for the approach you aspire to use in designing classroom environments and building authentic and meaningful relationships with students
2. Lingering questions or puzzles around how to pragmatically enact your current vision

Part II of your book should address the following questions: How do you envision yourself building authentic and meaningful relationships with students? How do you envision yourself designing your classroom environment? What “school of thought” or ideas does your approach build from? What are you still wondering about? What questions or challenges arise when considering how you pragmatically enact your current vision?

Further specifics for this assignment will be provided in class. This assignment will be graded as incomplete/complete.

A NOTE ABOUT READINGS

Each of the readings was carefully selected to provide a different perspective, unearth new ideas, and link together important topics. My hope is that in reading, debating, and discussing these ways of envisioning a learning community you will begin to construct your
own ideologies and envision your own transformative practices. I urge you to use the focus questions as a guide for making sense of new ideas and come to class ready to link theory to practice and envision equitable classrooms for all learners.

<table>
<thead>
<tr>
<th>Session</th>
<th>Guiding Questions/ Focus Routine</th>
<th>Readings</th>
<th>Assignments</th>
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</table>
| Session 1 | **Constructing a Vision for Our Community:**  
How is childhood defined and enacted?  
How might teachers relate to children and childhood at school?  
Focus Routines: Institutional values, greetings, morning and closing meetings | **Required:**  
Robert Lake (2000), *An Indian Father’s Plea*. (in Education Week)  
**Recommended for Further Reading**  
AND  
● What I Wish My Teachers Knew |
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<tr>
<td><strong>Constructing a Vision for Our Community:</strong></td>
<td></td>
<td><strong>Required:</strong></td>
<td>● Morning Meeting Plan</td>
</tr>
<tr>
<td>How do we support children's freedom while ensuring that classrooms are generative spaces that are as safe as can be?</td>
<td></td>
<td>Responsive Classroom, <em>What is Interactive Modeling?</em> <a href="http://www.responsiveclassroom.org/what-interactive-modeling">http://www.responsiveclassroom.org/what-interactive-modeling</a></td>
<td></td>
</tr>
</tbody>
</table>
| **Focus Routines:** Supporting free play, cleaning up, and material organization in the classroom | | Responsive Classroom. *Interactive Modeling Video: Using Scissors Safely*  
*Rethinking the Colorful Kindergarten Classroom* (NYT) | |
<p>| | | <strong>Recommended for Further Reading:</strong> | |
| | | Vivian Paley, <em>A Child’s Work: The Importance of Fantasy Play</em> | |</p>
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</table>
| Session 4 | **Constructing a Vision for Our Community:**  
- What are the roles of trust, responsibility, and risk in building a classroom community?  
- How can we humanize our classroom environment?  
**Focus Routines:** Interactive modeling and transitions | **Required:**  
**Recommended for Further Reading:**  
Lisa Delpit (1988), *The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children* | • Morning Meeting Reflection (due July 26) |
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| Session 5 | **Constructing a Vision for Our Community:**  
   How do young children’s emotions develop?  
   How can we support young children to better understand their emotions?  
   What are some ways to support young children to practice meaningful and respectful ways of relating to each other and their environments?  
   **Focus Routines:** Classroom snacks, breaks, and quiet time | **Required:**  
   Shauna L. Tominey, Elisabeth O'Bryon, Susan E. Rivers, & Sharon Shapses (2017), *Teaching Emotional Intelligence in Early Childhood*, (in *Young Children*, 72(1))  
   ● E-book Part II *(August 2nd)* |

| Recommended for Further Reading:  