Building Classroom Communities
EDUC 224 E/F 2020

Catalina Martinez
catalina.martinez@stanford.edu

Sofia Corporan
Scorporan@communityroots.org

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

My career has been replete with White teachers who “saw themselves as kindhearted people who were doing right by the less fortunate’ and students who struggled to maintain their culture and identity while being forced to be the type of student their teacher envisioned”
- (Emdin, 2016, p. 4). from Creating Equity Warriors in the Face of White Fragility Murray and Yuhaniak

Dear Friends-

Welcome to Building Classroom Communities. We are looking forward to getting to know each 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 celebrate the central role of their identity and culture in 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. We can't wait to get started working with you all, Catalina & Sofia
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 asynchronous work due each week in class that will be taken up during synchronous course time. Below is a table to help you organize yourself. More details are listed below. Your thoughtful engagement and completion of asynchronous work will benefit our whole learning community.
**Due Session 1: Sign up for 15 min 1:1 Meeting with Catalina & Sofia**

Sign up for 1:1 Meeting with Catalina & Sofia. If none of the possible times work for you, reach out and we will find a time that works.

**Due Session 2: 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. Choose one line or image to be shared aloud as part of a found poem compilation with quotes and images from our whole classes letters. The complete document will only be read by Catalina & Sofia. *This assignment will be graded as incomplete/complete.*

**Due Session 3: Room Design Jamboard**

Review the classroom design images on each of the 6 pages of the Jamboard. Utilize what you learned from this week's readings on developing a physical and social space that fosters community, engagement, imagination, and generative play among children and the guiding questions below to annotate 3 of the 6 Jamboards.

*Guiding questions for annotations:* Why is the teacher displaying these images? Do displays honor student voices and student identity? What images of students does the display communicate? *This assignment will be graded as incomplete/complete.*

**Due Session 4: 3RS Google Slides Team Jigsaw & Morning Meeting Plan**

*3Rs Google Slides Team Jigsaw*

After completing the assigned reading, you will be assigned one component of a google slide jigsaw describing the 3RS: Reminding, Reinforcing, and Redirecting. More details will be provided in class. *This assignment will be graded as incomplete/complete.*

*Morning Meeting Plan*

Sometime during Week 9 or 10 of the quarter, you will lead a Morning Meeting for your class. 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. A planning template will be provided to you in class. *This assignment will be graded according to the following rubric. We will provide feedback on your plan prior to you teaching.*

EDUC 224 E 2020
**Morning Meeting Plan Rubric**

<table>
<thead>
<tr>
<th></th>
<th>1: Approaching expectations</th>
<th>2: Meets expectations</th>
<th>3: Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></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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<tr>
<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>
</tr>
<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>Structural Organization</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<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>
</tr>
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**Due Session 5: 1:1 Meeting with Student & Morning Meeting Reflection**

1:1 Meeting with Student

Find a time to conduct a one-on-one 15-minute check-in with one of your students. In line with our readings on the emotional world of students, your check-in should focus on understanding how this student is feeling about school, friendships and/or the current socio-cultural time we are living in. More resources to support your discussion will be provided during class. *This assignment will be graded as incomplete/complete*

Morning Meeting Reflection:

After you’ve led a Morning Meeting, submit a narrative reflection (about 1-2 pages), a video reflection 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? EDUC 224 E 2020
This assignment will be graded according to the rubric on the following page.

**Morning Meeting Reflection Rubric:**

<table>
<thead>
<tr>
<th>Reflection</th>
<th>1: Approaching expectations</th>
<th>2: Meets expectations</th>
<th>3: Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflection broadly references joy, student engagement, and/or learning</td>
<td>Reflection highlights specific moments of joy, student engagement, and/or learning</td>
<td>Reflection highlights specific moments of joy, student engagement, and/or learning and draws up course readings to support analysis</td>
</tr>
<tr>
<td></td>
<td>Reflection broadly references surprises or challenges</td>
<td>Reflection identifies specific surprises and challenges and what has been learned since reconsidering those moments</td>
<td>Reflection identifies surprises and challenges and what has been learned since reconsidering those moments and drawing upon course readings to support analysis</td>
</tr>
<tr>
<td></td>
<td>Reflection broadly describes what candidate has learned about themselves or their students</td>
<td>Reflection specifically describes what candidate has learned about themselves and their students</td>
<td>Reflection specifically describes what candidate has learned about themselves and their students and drawing upon course readings to support analysis</td>
</tr>
</tbody>
</table>

| Connection to Vision of Community | Describes broadly how learnings from lesson implementation impact future vision of classroom community. No connection to course readings. | Describes how specific learnings from lesson implementation impact future vision of classroom community drawing upon 1 course reading to support analysis | Describes how specific learnings from lesson implementation impact future vision of classroom community drawing upon 2 course readings to support analysis |

**A NOTE ABOUT READINGS**

Each of the readings was carefully selected to provide a different perspective, unearth new ideas, and link together important topics. Our 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. We 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.

EDUC 224 E 2020
<table>
<thead>
<tr>
<th>Session</th>
<th>Guiding Questions/ Focus Routine</th>
<th>Input</th>
<th>Asynchronous Output</th>
</tr>
</thead>
</table>
| Session 1 | How is childhood defined and enacted?  
**Learning Objective**  
Teacher candidates will imagine classroom communities that consider new ways to support children in celebrating and reimagining childhood.  
**Focus Routines:** morning and closing meetings | **Watch Sofia’s Introduction Video**  
**Watch Catalina walk through the syllabus and describe the course**  
**And Pick One of Two**  
Robert Lake (2000), *An Indian Father’s Plea*, (in Education Week)  
**Optional**  
| Session 2 | How might we work with children to build a vision for a classroom community?  
Teacher candidates will imagine classroom communities that incorporate collective learning, authentic engagement, and celebrate the central role of identity and culture in the lives of their students. | Catalina’s Letter: What I Wish My Teacher Knew  
Sofia’s Letter: What I Wish My Teacher Knew  
Responsive Classroom, *Our Hopes and Dreams for School*  
**AND Pick one video and one reading:** | ● What I Wish My Teacher Knew |

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Morning Meeting Video from Sofia’s 5th Grade Classroom  
Morning Meeting Video from a 2nd Grade Classroom |  |
| --- | --- | --- | --- |
| Session 3 | How might we develop a physical and social space that fosters community, engagement, imagination, and generative play among children.  
Teacher candidates will imagine physical and social spaces that foster community, engagement, imagination, and inclusion.  
Focus Routines: Supporting free play and material organization in the classroom  
**Rethinking the Colorful Kindergarten Classroom** (NYT)  
Assigned Excerpts from Hertz and Miraz (2018) Kids First from Day One: A Teachers Guide to Today’s Classroom:  
- 1. Do’s and Don’t’s (46-48)  
- 2. Organization (41-43)  
- 3. The Environment (35-37)  
- 4. Room Design (40, 50-51) | **Inclusive Classroom Design Created by Maggie Campbell STEP 2020**  
**Recommended:**  
Teresa Strong Wilson & Julia Ellis (2007), *Children and Place: Reggio Emilia’s Environment as Third Teacher*  
Room Design Jamboard | |
| Session 4 | How do we support children’s freedom while ensuring that classrooms are generative spaces that are as safe as can be?  
Responsive Classroom, *What is Interactive Modeling?*  
Interactive Modeling Video from Community Roots  
Assigned excerpts from Paula Denton (2007) *The Power of Our Words: Teacher Language that Helps Children Learn*  
- Reinforcing. | **3RS Google Slides Team Jigsaw** AND |
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Focus Routines</th>
<th>Recommended:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher candidates will imagine classroom communities that support students in expressing their emotions and developing their emotional intelligence.</td>
<td>Social-emotional check-ins</td>
<td>Interactive Modeling Video: Using Scissors Safely</td>
</tr>
<tr>
<td></td>
<td>Emotional World of Students Videos</td>
<td>And Read One of the Following</td>
<td>California Child Welfare Co-Investment Partnership. <em>Understanding Trauma to Promote Healing in Child Welfare</em></td>
</tr>
</tbody>
</table>