COURSE SYLLABUS
ED 244E: ELEMENTARY CLASSROOM LEADERSHIP AND MANAGEMENT (ECLM)

Stanford Teacher Education Program
Summer, 2015

Instructor:
Dey Rose (deyr@stanford.edu)

Course Time and Location:
244E (Summer)
Mondays, 6/29 – 7/27, 4:00-6:30
CERAS, Room 204

Elementary Classroom Leadership and Management

Course Description:
This course is designed to give teacher candidates a broad overview of classroom leadership and management through an equity lens. It includes research, theories, and applications in practice, in view of creating and sustaining positive and productive learning environments for all students. Teacher candidates will explore their own values and beliefs, observe and reflect on other teachers’ tactics, learn about a variety of current and past methodologies of leadership and management, and explore working with diverse students. Finally, each candidate will begin to develop an individual approach to building an inclusive, productive and well-structured learning environment.

Essential Question: “How can I best lead and manage my classroom to support all my students in their learning?”

Course Objectives

Theoretical Understanding
Teacher candidates will read and reflect on theories and practices of CLM, in order to both understand the connections between classroom structures, curriculum, and strategies for managing challenging students, as well as how to create and sustain conditions that support teaching and learning in diverse elementary classrooms.

Personal Understanding
Teacher candidates will investigate who they are as teachers and how their individuality affects their views about students, management plans, and disciplinary responses. They will develop an understanding of the complex relationship between their identity and their classroom interactions, and the impact this has on their effectiveness in managing their classroom, as well as on their ideas for: classroom culture, classroom community, and classroom leadership.

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 leading and managing students is a complex process that cannot be reduced to a simplistic list of techniques.

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.

Equitable Outcomes
Teacher candidates will examine classroom leadership through an equity lens to consider how students of different racial, cultural, linguistic, and economic backgrounds may experience the conditions we create for teaching and learning.
Readings (for ECLM, both 244E and 244F):


Culturally Responsive Classroom Management Strategies. Published by the Technical Assistance Center on Disproportionality (TACD) for the Metropolitan Center for Urban Education.


Assessment and Grading for ECLM:
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 submitted 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
All written assignments must be submitted electronically by midnight on the day the assignment is due. The title of the file should begin with your last name.

For ECLM 244E (Summer)
Four Reflections: (20% each)
The four reflections you submit should be approximately 1000-1250 words each (depending on the reflection). They consist of an Interaction Reflection: Due Monday, July 6, 2015 (please see Interaction Reflection instructions and
example posted on Google Docs); a Community Reflection: Due **Monday, July 13, 2015** (please see Community Reflection instructions and example posted on Google Docs); a Procedures Reflection: Due **Monday, July 20, 2015** (please see Procedures Reflection instructions and example posted on Google Docs); and a Motivation Reflection: Due **Monday, July 27, 2015**, (please see Motivation Reflection instructions and example posted on Google Docs).

**Participation: (20%)**

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

*Please note: If you need support, resources, or accommodation to promote your success in this course due to a disability of any kind, please contact the Student Disability Resource Center at 723-1066. The Center will work with you and your course instructors to ensure that you receive the support that you need.*

**Stanford University Honor Code**

Please note the standards of Stanford's Honor Code, the University's statement on academic integrity written by students in 1921. The Honor Code articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work. For more information: [http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm](http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm)
<table>
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<tr>
<th>Week</th>
<th>Topic(s)/Essential Question(s)</th>
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| 1    | June 29  
  Course Overview  
  Exploring our Prior Knowledge and Questions about our Paths  
  (Who am I as a teacher? What kind of teacher do I want to be? How can I support myself, as well as my students, on that journey?) | • Denton, P. The Power of Our Words (online)  
  • Selection from The Way of Mindfulness (in class – I will have some copies, though please bring a computer or hard copy to class if you can) |
| 2    | July 6  
  Establishing and Leading a Positive Classroom Environment  
  (How do I set the right tone for my class? What balance can be maintained between discipline, support of all my students’ social-emotional well-being, and cultural differences?) | • Selection from Belvel and Jordan  
  • ECM, Selection from Chapter 3  
  • Teaching Matters, Selection from Chapter 2 |
| 3    | July 13  
  Preparation for Learning  
  (How do I establish practices and routines in my classroom to facilitate learning in a diverse classroom of students? What techniques can I develop and practice that will ease the task of managing behavior and minimize the chances of disruptive behavior?) | • ECM, Selection from Chapter 4  
  • Selection from Lemov, Chapter 5, and “on reading”  
  • Selection from Wong, H. and Wong, R.  |
| 4    | July 20  
  Motivation in the Classroom  
  How do I establish practices and routines that increase/encourage student motivation to succeed academically in my classroom? | • Selection from ECM- Ch. 8  
  • Selection from B&J on motivation |
| 5    | July 27  
  Cultural Diversity  
  (How can I create and support a learning environment where all students have equitable access to educational opportunities and accomplishments?) | READ all three:  
  • Culturally Responsive Classroom Management Strategies  
  • Hollingworth, Liz, Complicated Conversations: Exploring Race and Ideology in an Elementary Classroom  
  • Teaching Matters, Chapter 4  
  READ one of the following (assigned in class):  
  • Valdes, World Outside and Inside Schools  
  • Ladson-Billings, Selection from Crossing Over to Canaan  

**MOTIVATION REFLECTION DUE**