

COURSE SYLLABUS for ED 244E and 244F
ELEMENTARY CLASSROOM LEADERSHIP AND MANAGEMENT (ECLM)
ELEMENTARY THEATRE ARTS INTEGRATION (ETAI)
Stanford Teacher Education Program
Summer and Pre-Fall, 2016

Instructor:

Dey Rose (deyr@stanford.edu)

Course Time and Location:

244E (Summer)

Mondays, 6/27 – 7/25, 4:00-6:20 and

Friday, July 29, 12:30-3:20

NO CLASS Monday, July 4

CERAS, Room 204

244F (Pre-Fall)

Tuesdays, 8/16 – 9/13, 12:30-3:15 pm

CERAS, Room 204

ECLM 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.

ETAI Course Description:

Integrating theatre arts into the classroom opens up new vistas for students to make greater and deeper meanings of core curriculum. Teacher candidates will experience interactive, collaborative exercises, as well as consider how this process promotes critical thinking, inquiry, and creativity in their students. Finally, candidates will work in small groups to develop a presentation that shows the deeper “meaning-making” that can happen through the theatre arts.

Essential Question: “How can I best integrate the Performing Arts in my classroom, to spark creativity, enhance equity and encourage all my students to go deeper into core curriculum subject matter?”

Objectives:

Theoretical Understanding

Teacher candidates will read and reflect on theories and practices for teaching children through the performing arts, in order to understand why and how to create and sustain such practices in the classroom.

Personal Understanding

Teacher candidates will explore the performing arts as both learners and teachers, in order to develop new ways of thinking about the importance of arts praxis in the elementary classroom for developing deeper understandings of academic subjects, as well as classroom culture and community.

Practical Strategies

Teacher candidates will engage in a variety of exercises, techniques, strategies, and discussions in order to facilitate understanding of how to construct a simple, performing arts-integrated lesson, and involve and support their students in learning through the performing arts.

Building Community

Teacher candidates will investigate how the performing arts can help to build a classroom community, through shared experiences in observation, concentration, confidence, focus, and building friendships.

Equitable Outcomes

Teacher candidates will examine the performing arts in the elementary classroom through an equity lens to consider how students of different racial, cultural, linguistic, and economic backgrounds can be supported academically, cognitively, creatively, physically, and social-emotionally, in order to create more inclusive and equitable classroom communities.

Readings:

Belvel, P.S. & Jordan, M.M. (2003). Selections from *Rethinking Classroom Management: Strategies for Prevention, Intervention and Problem Solving*. (35-49) Corwin Press: Thousand Oaks, CA.

Brady, K. Forton, M.B., Porter, D. (2011). Selections from *Rules in School – Teaching Discipline in the Responsive Classroom*. NEFC: Turners Falls, MA.

Charney, R., Kriete, R. (2001). Selections from *Creating a Classroom Community Where Social Emotional Learning Thrives: The Case of the “Cool Girls” List*. From *Caring Classrooms/Intelligent Schools*, J. Cohen, editor. Teachers College Press: New York.

Cohen, Jonathan. (2001). Selections from *Social and Emotional Education: Core Concepts and Practices*. From *Caring Classrooms/Intelligent Schools*, J. Cohen, editor. Teachers College Press: New York.

Cornett, C. (2014). Selection from *Creating Meaning Through Literature and the Arts (5th edition)*. Pearson: Boston, MA.

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

Delpit, L. (1996). *Selections from The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children*. In *Other People's Children: Cultural Conflict in the Classroom*. New Press: New York, NY.

Denton, P. (2008). The Power of Our Words. *Educational Leadership*, 66(1): 28-31. Available: http://www.ascd.org/publications/educational_leadership/sept08/vol66/num01/The_Power_of_Our_Words.aspx

Deruy, Emily (2016). "Does Mindfulness Actually Work in Schools?" Available: <http://www.theatlantic.com/education/archive/2016/05/testing-mindfulness-in-the-early-years/483749/>

Evertson, C. M., Emmer E. T., Worsham, M.E. (2006). Selections from *Classroom Management for Elementary Teachers*. (2-17) Pearson, Allyn and Bacon, U.S.A.

Hollingworth, Liz. (2009). Complicated Conversations: Exploring Race and Ideology in an Elementary Classroom. *Urban Education*, 44(1): 30-58.

Kohl, H. (1988). Selection from *Making Theatre: Developing Plays with Young People*. Teachers and Writers Collaborative: New York, NY. Francisco, CA.

Ladson-Billings, G. (2001). Selections from *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*. Jossey-Bass, Inc.: San Francisco, CA.

Lemov, Doug. (2010). Selections from *Teach Like a Champion*. Jossey-Bass, Inc.: San Francisco, CA.

Mugno, D., Rosenblitt, D. (2001). Selections from *Helping Emotionally Vulnerable Children: Moving Toward an Empathic Orientation in the Classroom*. From *Caring Classrooms/Intelligent Schools*, J. Cohen, editor. Teachers College Press: New York.

Selections from Lee Canter's Assertive Discipline, William Glasser's Noncoercive Discipline, Fred Jones's Positive Classroom Discipline, Alfie Kohn's Risks of Rewards/Beyond Discipline

Valdes, G. (1998). The World Outside and Inside Schools: Language and Immigrant Children. *Educational Researcher*, 27 (6), 4-18.

Wong, H.K. & Wong R. (1998). Selections from *How to Be An Effective Teacher: The First Days of School*. Harry K. Wong Publications, Inc. www.effectiveteaching.com

Weinstein, C.S., Roman, M.E., Mignano, Jr., A.J. (2011). Selections from *Elementary Classroom Management: Lessons from Research and Practice (5th Edition)*. McGraw Hill: New York, NY.

Assessment and Grading:

Students are expected to attend all classes, participate actively, and submit all written 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 from 244E (Summer) 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. The Final

assignment may not be rewritten.

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**.

244E - Three Reflections: (25% each)

The three reflections you submit should be approximately 1000-1250 words each. They consist of an Interaction Reflection: Due **Tuesday, July 5, 2016** (*please see Interaction Reflection instructions on Canvas*) **even though we have no class that week!**; a Community Reflection: Due **Monday, July 11, 2016** (*please see Community Reflection instructions posted on Canvas*); and a Motivation Reflection: Due **Monday, July 18, 2016** (*please see Motivation Reflection instructions posted on Canvas*).

Participation: (25%)

Participation will reflect attendance, punctuality to class and contributions to class discussions and activities. For ECLM: Punctuality with assignments. For ETAI: Willingness to contribute to class exercises.

244F - Classroom Leadership and Management Plan: (50%) This is a culmination of the ECLM course, and requires quite a bit of both reflection and time to complete. In consideration of that, there are several sections of the final plan that are due in **draft** form earlier. Please note that these draft due dates are a way to help you balance the workload. They are not graded, and will be evaluated only when they are in the completed final Plan. Completion dates for these sections are:

Building Community: Due Tuesday, August 16, 2016

Creating a Working Space: Due Tuesday, August 23, 2016.

Classroom Rules and Procedures due Tuesday, August 30, 2016.

Teaching Philosophy *and* Reflections due Tuesday, September 9, 2016. (Note: a **COMPLETED** draft is due this day **IN CLASS that you will share with a partner for feedback**.)

Final completed Leadership and Management Plan is due Tuesday, September 13, 2016. (*Please see CLM Plan FINAL instructions and example posted on Canvas.*)

Elementary Theatre Arts Integration Presentation: (25%)

This is a group project, for which you will be given specific instructions and a rubric in class.

Participation: (25%)

Participation will reflect attendance, punctuality to class and contributions to class discussions and activities.

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>

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.

Calendar

<i>Week</i>	<i>Topic(s)/Essential Question(s)</i>	<i>Readings/Assignments</i>
1 June 27	ECLM/ETAI 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?)	<ul style="list-style-type: none"> • Denton, P. The Power of Our Words (online) • Selection from <i>The Way of Mindfulness</i> <p>(ALSO: On a daily basis, pay attention and take notes on how your CT is building community, using procedures, and motivating students.)</p>
2 July 11	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?) ETAI – Creative Community Building	<ul style="list-style-type: none"> • Selection from Belvel and Jordan • ECM, Selection from Chapter 3 • Teaching Matters, Selection from Chapter 2 <p>INTERACTION REFLECTION DUE (ALSO: Pay attention to how the layout of the classrooms you visit, as well as the one you are placed in, affects the students as well as the teaching strategies you observe.)</p>
3 July 18	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?) ETAI – Getting to know ourselves	<ul style="list-style-type: none"> • ECM, Selection from Chapter 4 • Selection from Lemov, Chapter 5, and “on reading” • Selection from Wong, H. and Wong, R. <p>COMMUNITY REFLECTION DUE (ALSO: Be sure to practice procedures in your classroom - getting students back on task, walking students out of/back to class, getting the attention of the whole class, and giving directions for a procedure/transition.</p>
4/5 July 25	Motivation in the Classroom How do I establish practices and routines that increase/encourage student motivation to succeed academically in my classroom? ETAI – Getting to know others	<ul style="list-style-type: none"> • Selection from ECM- Ch. 8 • Selection from B&J on motivation • Culturally Responsive Classroom Management Strategies
4/5 July 29	Cultural Diversity (How can I create and support a learning environment where all students have equitable access to educational opportunities and accomplishments?)	<p>READ <i>both</i>:</p> <ul style="list-style-type: none"> • Hollingworth, Liz, <u>Complicated Conversations: Exploring Race and Ideology in an Elementary Classroom</u> • Teaching Matters, Chapter 4 <p>READ <i>one</i> of the following (assigned in class):</p> <ul style="list-style-type: none"> • Valdes, <i>World Outside and Inside Schools</i> • Ladson-Billings, Selection from <i>Crossing Over to Canaan</i> • Delpit, L. (1996). Selection from <u>The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children.</u> <p>MOTIVATION REFLECTION DUE</p>

BREAK

<i>Date</i>	<i>Essential Question(s)</i>	<i>Readings/Assignments</i>
6 Aug 16	<p>Classroom Management Theories How do I choose those tenets that might best inform my practice? Where do I stand on the debate regarding extrinsic versus intrinsic “rewards,” and how does this inform my practice in a diverse classroom? ETAI – Interaction</p>	<p><u>READ <i>one</i></u> of the following (pre-assigned):</p> <ul style="list-style-type: none"> • Kohn • Canters • Glasser • Jones
7 Aug 23	<p>Effective Listening How might I best communicate to my students, especially when they display challenging behaviors? ETAI – Listening and Speaking</p>	<ul style="list-style-type: none"> • Rules for School, Chapter 3
8 Aug 30	<p>Problem-Solving How do I develop classroom management strategies that encourage students to:</p> <ul style="list-style-type: none"> • own their own behavior • respect the rights of others • develop positive self-esteem <p>AND</p> <ul style="list-style-type: none"> • build workable relationships? <p>ETAI – Going “Meta”</p>	<ul style="list-style-type: none"> • ECM Selections from Chap 12 • Deruy, <i>Does Mindfulness Work in Schools?</i> article in The Atlantic
9 Sep 9	<p>CLM Plenary Session Reviewing CLM strategies <u>Peer Review of the Final Paper</u></p> <p>ETAI – Integrating Theatre in Literature Assignment and Worktime</p>	<ul style="list-style-type: none"> • Cornett – abridged Chap. 8 • Kohl, selection from <i>Making Theatre: Developing Plays with Young People</i> <p>DUE TODAY: Draft of CLM Final Plan</p>
10 Sep 13	<p>ETAI Plenary Session Why should I, and how can I, introduce Theatre Arts into my classroom? Building community, concentration and focus, and making (deeper) meaning in science, history, literature, etc. through movement, tableau, character development, and presentations.</p>	<p>No reading assignments!</p> <p>DUE TODAY: Final Paper- CLM Final Plan</p> <p>Final Presentation for ETAI</p>