

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, 2017

Instructor:

Dey Rose (deyr@stanford.edu)

Course Time and Location:

244E (Summer)

Friday, July 7, 1:00-3:20, San Miguel Elementary School

Mondays, 7/10 – 7/24, 4 – 6:20, CERAS, Room 204

244F (Pre-Fall)

Tuesdays, 8/15 – 9/19, 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, 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, to develop a greater understanding of 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:

(NOTE: Some of these will be optional, others will be assigned in groups or read in class.)

- 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). Selection from *Rules in School – Teaching Discipline in the Responsive Classroom*. NEFC: Turners Falls, MA.
- Charles, C.M. (2005). Selections from *Building Classroom Discipline*. (Canter, Glasser, Jones). Pearson, Allyn and Bacon, U.S.A.
- 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.
- Cooper, A.C., and Emerling, D. (1999) *Around the Pond: The Wild Wonders Series*. Reed Business Information, Inc.
- 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.
- Falk, B. and M. Blumenreich. (2012). Selections from *Teaching Matters: Stories from Inside City Schools*. The New Press, New York, NY.
- 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.
- Rechtschaffen, D. (2014). Selections from *The Way of Mindful Education*. Norton Books: New York, NY.
- 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 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 re-do 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 - Interaction Reflection: (30%) This reflection may be in the form of a paper OR a specified alternative (please see the instructions for the Interaction Reflection on Canvas) due by midnight on **Monday, July 17, 2017**

Community Paper: (40%) (please see the instructions for the Community Reflection on Canvas). The Community Paper is due by midnight on **Monday, July 24, 2017.**

Completed Readings and Participation: (30%) This 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

- **Motivation Paper:** (20%) Due **Tuesday, August 15, 2017** (*please see Motivation Paper instructions posted on Canvas*).
- **Classroom Leadership and Management Plan:** (40%) 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:
 - Creating an Effective Learning Environment *and* Building Community: Due Tuesday, August 22, 2017.
 - Classroom Expectations, Rules and Procedures due Tuesday, August 29, 2017.
 - Teaching Philosophy *and* Reflections due Tuesday, September 5, 2017.
 - Complete draft to **share with a partner for feedback** due Tuesday, September 12, 2017

NOTE: The instructions for each of these sections as well as an example are posted on Canvas, under CLM Plan Final.

Final completed Leadership and Management Plan is due Tuesday, September 19, 2017.

- **Elementary Theatre Arts Integration Presentation:** (20%) This is a group project, for which you will be given specific instructions and a rubric in class.
- **Completed Readings and Participation:** (20%) Participation will reflect attendance, punctuality to class and contributions to class discussions and activities. For ETAI: Willingness to contribute to class exercises.

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.

Summer Calendar

<i>Week</i>	<i>Topic(s)/Essential Question(s)</i>	<i>Readings/Assignments</i>
1 Friday, July 7	<p>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?) ETAI – Welcome and Names</p>	<ul style="list-style-type: none"> • Denton, P. The Power of Our Words (online) • OPTIONAL: Selection from <i>The Way of Mindfulness</i> <p>NOTE: During your summer placement, please pay close attention to how community is built (or not built) in your classrooms, and how motivation is encouraged! Check the assignments for BOTH of these NOW, so that you are prepared for them when they are due!</p>
2 Monday, July 10	<p>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</p>	<ul style="list-style-type: none"> • Selection from Belvel and Jordan • ECM, Selection from Chapter 3 • Teaching Matters, Selection from Chapter 2
3 Monday, July 17	<p>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 - Connection</p>	<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>INTERACTION REFLECTION DUE</p>
4 Monday, July 24	<p>Cultural Diversity (How can I create and support a learning environment where all students have equitable access to educational opportunities and accomplishments?) ETAI - Energy</p>	<p>READ both:</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 one 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>COMMUNITY PAPER DUE</p>

BREAK Pre-fall Calendar

<i>Date</i>	<i>Essential Question(s)</i>	<i>Readings/Assignments</i>
5 Tuesday, August 15	Motivation in the Classroom How do I establish practices and routines that increase/encourage student motivation to succeed academically in my classroom? ETAI – Motivation in Literacy	<ul style="list-style-type: none"> • Selection from ECM- Ch. 8 • Selection from B&J on motivation MOTIVATION PAPER DUE
6 Tuesday, August 22	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 – Behavioral Scenarios	<p>READ <i>one</i> of the following (pre-assigned):</p> <ul style="list-style-type: none"> • Kohn • Canters • Glasser • Jones <p>OPTIONAL: Read the unassigned readings. DUE TODAY: <i>Creating an Effective Learning Environment and Building Community (for Final Assignment)</i></p>
7 Tuesday, Aug 29	Effective Listening How might I best communicate to my students, especially when they display challenging behaviors? ETAI – Tableaus	<ul style="list-style-type: none"> • Rules for School, Chapter 3 DUE TODAY: <i>Draft: Classroom Expectations, Rules & Procedures (for Final Assignment)</i>
8 Tuesday Sep 5	Problem-Solving How do I develop classroom management strategies that encourage students to: <ul style="list-style-type: none"> • own their own behavior • respect the rights of others • develop positive self-esteem AND <ul style="list-style-type: none"> • build workable relationships? • ETAI – Going “Meta” - discussing scenes 	<ul style="list-style-type: none"> • ECM Selections from Chap 12 DUE TODAY: <i>Draft: Teaching Philosophy and Reflections (for Final Assignment)</i>.
9 Tuesday Sep 12	CLM Plenary Session <i>Peer Review of the Final Paper</i> Elementary Theatre Arts Integration Building community, concentration and focus, and making (deeper) meaning in science, history, etc. through movement, tableau, character development, and presentations. ETAI – Integrating Theatre in Science and Worktime	<ul style="list-style-type: none"> • Cornett – abridged Chap. 8 • Pond Book • OPTIONAL: Kohl, selection from <i>Making Theatre: Developing Plays with Young People</i> DUE TODAY: <i>Draft of CLM Final Plan</i>
10 Tuesday, Sep 19	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 literature etc. through movement, tableau, character development, and presentations. Elementary Theatre Arts Integration Integrating Theatre in Literature Assignment	No reading assignments! DUE TODAY: Final Paper- <i>CLM Final Plan</i> Final Presentation for ETAI