

Building Classroom Communities

EDUC 244 E 2021

Catalina Martinez

catalina.martinez@stanford.edu

Natassia "Tasha" Pura

tpura@stanford.edu

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 & Tasha

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/oea>

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 us 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 us 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, and 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 and available on Canvas. All assignments, unless noted, are due at the start of class since they will be used within class. As such, for the benefit of our collective learning community, it is important that each assignment is completed thoughtfully and on time.

Session 1	Session 2	Session 3	Session 4	Session 5
Self-Portrait (August 20)	What I Wish My Teachers Knew (August 25)	Morning Meeting Plan (Sept 1st)	Teach Morning Meeting (week of Sept 6th)	Morning Meeting Reflection (Sept 15)

Due Session 1: Self-Portrait

Using any media (e.g. watercolor, collage, pencil, pastels, digital drawing), please create a self-portrait on a sheet of paper (roughly 8 ½ x 11 in size) in advance of our first class. Make sure that your name is clearly shown somewhere on the sheet. Art materials will be available in Seminar, Friday August 13th if there are any materials that you need. Please bring your self-portrait to our first session. **NOTE:** These will be on public display in our classroom. The goal here is not artistic perfection, but self-expression. *This assignment will be graded as incomplete/complete.*

Due Session 2: What I Wish My Teachers Knew

Write a letter to your elementary school teachers. In addition to words, you may wish to also represent your ideas through another form of expression, e.g., poetry, illustrations, photography, etc. 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 class's letters. Your complete letter will only be read by Catalina & Tasha. *This assignment will be graded as incomplete/complete.*

Due Session 3: Morning Meeting Plan

During the week of September 6th, you will lead a Morning Meeting for your class. The meeting should be 15-25 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 your teaching.*

	1: Approaching expectations	2: Meets expectations	3: Exceeds expectations
<i>Responsive Design</i>	Meeting plan does not show evidence of responding to students. Meeting plan does not consider accessibility needs of students.	Meeting plan responds to student identities, interests, and abilities. Meeting plan demonstrates careful attention to accessibility needs of all students.	Meeting plan specifically addresses individual as well as group identities, interests, and abilities. Meeting plan demonstrates careful attention to accessibility needs of all students.
<i>Structural Design: Timing</i>	Meeting plan demonstrates little or no attention to timing.	Meeting plan demonstrates careful attention to timing.	Meeting plan demonstrates careful attention to timing, as well as a backup plan for potential challenges that could impact timing.
<i>Structural Design: Components</i>	Meeting plan does not include all recommended components nor a rationale for omitting them.	Meeting plan includes all recommended components, or includes a rationale for not including some components.	Meeting plan includes all recommended components, or includes a detailed rationale for not including some components.
<i>Structural Design: Student Engagement</i>	Meeting plan does not clearly or positively communicate expectations for student actions.	Meeting plan demonstrates clear communication and positive expectations for student actions.	Meeting plan demonstrates clear communication, positive expectations for students, and multiple means of student engagement.

Due Session 5: Morning Meeting Reflection

Morning Meeting Reflection:

After you've led a Morning Meeting, you have three choices for how to submit a reflection: 1) a narrative reflection (about 1-2 pages), 2) a video reflection (about 5-10 mins) or 3) annotate your lesson plan for the meeting using track changes/comments. Your reflection 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 according to the rubric below.*

Morning Meeting Reflection Rubric:

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

Session	Guiding Questions/ Focus Routine	Readings	Assignments
Session 1	<p>Guiding Question How is childhood defined and enacted?</p> <p>Learning Objective Teacher candidates will imagine classroom communities that consider new ways to support children in celebrating and reimagining childhood.</p> <p>Focus Routines: Greetings & morning meetings</p>	<p>Michael J. Dumas and Joseph Derrick Nelson (2016) (Re)Imagining Black Boyhood: Toward a Critical Framework for Educational Research. Harvard Educational Review: Spring 2016, Vol. 86, No. 1, pp. 27-47. https://doi.org/10.17763/0017-8055.86.1.27</p> <p>Robert Lake (2000). An Indian Father's Plea. (in Education Week)</p> <p style="text-align: center;">Optional</p> <p>Marjorie Faulstich Orellana (2001) The Work Kids Do: Mexican and Central American Immigrant Children's Contributions to Households and Schools in California. Harvard Educational Review: September 2001, Vol. 71, No. 3, pp. 366-390. https://doi.org/10.17763/haer.71.3.52320q7n21922hw4</p> <p>Donna De La Cruz (2016) What Kids Wish Their Teachers Knew (In The New York Times)</p>	<ul style="list-style-type: none"> Self-portrait
Session 2	<p>Guiding Question How might we work with children to build a vision for a classroom community?</p> <p>Learning Objective 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.</p> <p>Focus Routines: Establishing hopes and dreams</p>	<p>Catalina's Letter: What I Wish My Teacher Knew</p> <p>Tasha's Letter: What I Wish My Teacher Knew</p> <p>Responsive Classroom. <i>Our Hopes and Dreams for School</i> https://www.responsiveclassroom.org/our-hopes-and-dreams-for-school/</p> <p>Atkins, D. (2012). From Access To Interaction. <i>Occasional Paper Series, 2012 (28)</i>. Retrieved from https://educate.bankstreet.edu/occasional-paper-series/vol2012/iss28/5</p> <p>Gloria Ladson-Billings (1994), <i>The Dreamkeepers: Successful Teachers of African American Children</i>, Chapter 4: We Are Family.</p>	<ul style="list-style-type: none"> What I Wish My Teacher Knew

<p>Session 3</p>	<p>Guiding Question How might we develop a physical and social space that fosters community, engagement, imagination, and generative play among children?</p> <p>Learning Objective Teacher candidates will imagine physical and social spaces that foster community, engagement, imagination, and inclusion.</p> <p>Focus Routines: Supporting free play and material organization in the classroom</p>	<p>Rethinking the Colorful Kindergarten Classroom (NYT)</p> <p>Inclusive Classroom Design Created by Maggie Campbell STEP 2020</p> <p>Assigned Excerpts from Hertz and Miraz (2018) Kids First from Day One: A Teacher's Guide to Today's Classroom:</p> <ul style="list-style-type: none"> ● 1. Do's and Don'ts (46-48) ● 2. Organization (41-43) ● 3. The Environment (35-37) ● 4. Room Design (40, 50-51) <p>Recommended:</p> <p>Catherine C. Lewis (1995). <i>Educating Hearts and Minds: Reflections on Japanese Preschool and Elementary Education</i>, Chapter 3 The Whole Child Goes to School</p> <p>Teresa Strong Wilson & Julia Ellis (2007), <i>Children and Place: Reggio Emilia's Environment as Third Teacher</i></p> <p>Hertz and Miraz (2018) Kids First from Day One: A Teacher's Guide to Today's Classrooms</p>	<ul style="list-style-type: none"> ● Morning Meeting Plan
<p>Session 4</p>	<p>Guiding Question How do we support children's freedom while ensuring that classrooms are generative spaces that are as safe as can be?</p> <p>Learning Objective Teacher candidates will imagine classroom communities that promote freedom while ensuring safety and inclusion for all.</p> <p>Focus Routines: Interactive modeling and transitions</p>	<p>Responsive Classroom, What is Interactive Modeling?</p> <p>Assigned excerpts from Paula Denton (2007) <i>The Power of Our Words: Teacher Language that Helps Children Learn</i></p> <ul style="list-style-type: none"> ● Reinforcing, ● Reminding, ● Redirecting. <p>Interactive Modeling Video: Using Scissors Safely</p> <p>Recommended:</p>	<ul style="list-style-type: none"> ● Teach Morning Meeting

		Paula Denton (2015) <i>The First Six Weeks of School</i> . Excerpts on Introduction to Guided inquiry	
Session 5	<p>Constructing a Vision for Our Community:</p> <p>Guiding Question How do we make sense of children's emotional world and help them develop emotional intelligence?</p> <p>Learning Objective Teacher candidates will imagine classroom communities that promote freedom while ensuring safety and inclusion for all.</p> <p>Focus Routines: Socio-emotional learning routines</p>	<p>Shauna L. Tominey, Elisabeth O'Bryon, Susan E. Rivers, & Sharon Shapses (2017). Teaching Emotional Intelligence in Early Childhood.</p> <p>And Skim One of the Following</p> <p>California Child Welfare Co-Investment Partnership. Understanding Trauma to Promote Healing in Child Welfare</p> <p>Daniel J. Siegel (2012), <i>The Whole Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind</i>. Read Chapters 2, 3, and 4.</p>	<ul style="list-style-type: none"> • Morning Meeting Reflection