

# Building Classroom Communities

## EDUC 244 E 2023

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### 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 Elementary Stars -

Welcome to Building Classroom Communities. We are looking forward to getting to know each one of you! Throughout the summer 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 with students and families.

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 & Maritza

## 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

Stanford is committed to providing equal educational opportunities for disabled students. Disabled students are a valued and essential part of the Stanford community. We welcome you to our class.

If you experience disability, please register with the Office of Accessible Education (OAE). Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter for faculty. To get started, or to re-initiate services, please visit [oae.stanford.edu](http://oae.stanford.edu). If you already have an Academic Accommodation Letter, we invite you to share your letter with us. **Academic Accommodation Letters should be shared at the earliest possible opportunity so we may partner with you and OAE to identify any barriers to access and inclusion that might be encountered in your experience of this course.**

## 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.

## COMMITMENT TO STUDENT WELLNESS

We are each starting the 2023 -2024 academic year in unique circumstances, likely not fully recovered or restored from the stresses of the past 3 years and facing ongoing uncertainties, responsibilities, and emotions. Especially under such conditions, we appreciate your active engagement in our course and will do everything we can do to support you. Without requesting or expecting details of your situation, we will do everything we can to ensure your course learning is productive and enjoyable. However, it is of the most importance that you communicate as early as possible if anything arises so we can be responsive to your needs.

Of note, current stressful events and/or mental health concerns may lead to diminished academic performance, reduce your ability to participate in daily life, or trigger a broad range of feelings. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about [the broad range of confidential mental health services available on campus here](#).

## ATTENDANCE AND PARTICIPATION

If you must miss all or part of any session, please let us know as far as possible in advance 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, share our thinking, and actively listen, as we grow and learn together.

## COURSE ASSIGNMENTS

Below is a table to help you organize yourself around assignments. More details for each assignment are listed below and will be available on Canvas. For the benefit of our collective learning community, it is important that each assignment is completed thoughtfully and on time.

Week of July 3	Week of July 10	Week of July 17	Week of July 24
N/A	What I Wish My Teachers Knew <i>(Due July 11)</i>  Morning Meeting Plan <i>(Due July 13)</i>	Teach Morning Meeting <i>(Week of July 17- 25)</i>	Morning Meeting Reflection <i>(Due July 27)</i>

### Due Session 2 (July 11): What I Wish My Teachers Knew

Write a letter to your past 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 own 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 & Maritza. *This assignment will be graded as incomplete/complete.*

### Due end of Week 3 (July 13): Morning Meeting Plan

Write a lesson plan for a Morning Meeting you will lead during the week of July 17 -25.. The Morning Meeting should be 15 -25 minutes long, and include a Greeting , Sharing, Group Activity and Morning Message. *Use this planning template . 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 any.	Meeting plan includes all recommended components (Greeting, Sharing, Activity and Morning Message), or includes a rationale for not including some components.	
<i>Structural Design: Student Engagement</i>	Meeting plan does not include language that clearly or positively communicates 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 end of Summer Explorations (July 27): Morning Meeting Reflection**

After you've led your 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 submitted lesson plan 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? How does this inform your future vision for building your classroom community? *This assignment will be graded according to the rubric below.*

	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 that came up 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 the ory to practice and envision equitable classrooms for all learners.

Session	Guiding Questions/ Focus Routine	Readings (all will be accessible on Canvas)	Assignments
Session 1	<p><b>Guiding Question</b> How is childhood defined and enacted?</p> <p><b>Learning Objective</b> Teacher candidates will reimagine classroom communities that celebrate childhood while cultivating spaces where children can learn and grow, question and wonder, and honor the central role of identity and culture in their lives.</p> <p><b>Focus Routines:</b> Greetings &amp; 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. <a href="https://doi.org/10.17763/0017-8055.86.1.27">https://doi.org/10.17763/0017-8055.86.1.27</a></p> <p>Robert Lake (2000), <a href="#">An Indian Father's Plea</a>. (in Education Week)</p> <p style="text-align: center;"><b>Recommended/Optional:</b> _____</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. <a href="https://doi.org/10.17763/haer.71.3.52320g7n21922hw4">https://doi.org/10.17763/haer.71.3.52320g7n21922hw4</a></p>	
Session 2	<p><b>Guiding Question</b> How might we work with children and families to build a vision for a classroom community?</p> <p><b>Learning Objective</b> 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><b>Focus Routines:</b> Establishing Hopes and Dreams</p>	<p>Read Morning Meeting Assignment description on Canvas and bring any questions to class</p> <p>Catalina's Letter: What I Wish My Teacher Knew</p> <p>Maritza's Letter: What I Wish My Teacher Knew</p> <p>Responsive Classroom, <i>Our Hopes and Dreams for School</i> <a href="https://www.responsiveclassroom.org/our-hopes-and-dreams-for-school/">https://www.responsiveclassroom.org/our-hopes-and-dreams-for-school/</a></p> <p>Atkins, D. (2012). From Access To Interaction. <i>Occasional Paper Series, 2012</i>(28). Retrieved from <a href="https://educate.bankstreet.edu/occasional-paper-series/vol2012/iss28/5">https://educate.bankstreet.edu/occasional-paper-series/vol2012/iss28/5</a></p> <p><a href="#">Hammond, Z. L. (2015). <i>Culturally responsive teaching and the brain</i>. Corwin Press. Chapter 9 ONLY</a></p> <p style="text-align: center;"><b>Recommended/Optional:</b> _____</p>	<p>What I Wish My Teachers Knew 7/11</p> <p>Morning Meeting Plan (7/13)</p>

		Donna De La Cruz (2016) <a href="#">What Kids Wish Their Teachers Knew</a> (In The New York Times)	
Session 3	<p><b>Guiding Question</b> How might we develop a physical and social space that fosters community, engagement, imagination, and generative play among children?</p> <p><b>Learning Objective</b> Teacher candidates will imagine physical and social spaces that foster community, engagement, imagination, and inclusion.</p> <p><b>Focus Routines:</b> Designing Student -Centered Classrooms</p>	<p><a href="#">Rethinking the Colorful Kindergarten Classroom</a> (NYT)</p> <p><a href="#">Inclusive Classroom Design Created by Maggie Campbell STEP 2020</a></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"> <li>● 1. Do's and Don'ts (46-48)</li> <li>● 2. Organization (41-43)</li> <li>● 3. The Environment (35-37)</li> <li>● 4. Room Design (40, 50-51)</li> </ul> <p><a href="#">4 Ways Classroom Design Impacts Executive Functioning</a></p> <p style="text-align: center;"><b><u>Recommended/Optional:</u></b></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 &amp; 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>	Teach Morning Meeting Anytime 7/18 - 7/25

<p>Session 4</p>	<p><b>Guiding Question</b> How do we support children's freedom while ensuring that classrooms are generative spaces that are as safe as can be?</p> <p><b>Learning Objective</b> Teacher candidates will imagine classroom communities that promote freedom while ensuring safety and inclusion for all .</p> <p><b>Focus Routines:</b> Integrating Routines, Procedures &amp; Teacher Language</p>	<p>Responsive Classroom, <a href="#">What is Interactive Modeling?</a></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"> <li>• <i>Reinforcing</i></li> <li>• <i>Reminding</i></li> <li>• <i>Redirecting</i></li> </ul> <p><a href="#">Interactive Modeling Video: Using Scissors Safely</a></p> <p>A Grandfather Asks, How Much Freedom Can My Grandson Handle? NY Times Article</p>	<p>Morning Meeting Reflection (7/27)</p>
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