

ED 246B: Seminar - Leading, Building & Sustaining Classroom Communities Fall - 2021

Instructors:

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Times: 3:15pm to 5:15pm - Seminar in CERAS 300
5:30 to 6:30 - Supervisory

The STEP Teaching Seminar: Description

The STEP Teaching Seminar sits at the nexus of the clinical and coursework components of our teacher preparation program. Pragmatically, the Seminar serves as the official Stanford course for four elements of the STEP Secondary curriculum: (1) The student teaching experience, (2) The supervisory program, (3) The Advisory program and (4) The Seminar sessions.

Requirements & Assessment

You are expected to complete the following requirements for each quarter:

Clinical work and Supervisory:

- We work with our school partners to determine the scope and shape of student teaching each quarter. We rely on our *quarterly assessments* from the Cooperating Teacher(s) and the University Supervisor (at the end of each quarter) to ensure that you develop an understanding of the California Standards for the Teaching Profession (CSTPs) and ability to reflect upon your performance in light of those standards (Standard 6).
- Contingent upon your student teaching arrangement, you will be observed at least three times each quarter. Assessments will include written reflective responses to formal observations by Supervisors (due 48 hours - at the latest- after the observation takes place).
- You are expected to complete all paperwork related to the student teaching placement in a timely manner. This includes documents such as contracts, induction agreements, and assessments from Cooperating Teacher(s), and your University Supervisor.

Secondary Advisory Participation and Attendance:

Socio-emotional learning (SEL) and community building are both foundational aspects of building an antiracist, safe and inclusive classroom for students of diverse backgrounds,

identities and intersectionalities. Many Bay Area schools and schools throughout the nation have an Advisory class built into their schedule in which teachers facilitate SEL and community building. SEL and the holistic wellness/development of young adults should not be compartmentalized into one slice of the school day, and should absolutely be integrated into every class you will teach next year and beyond. It is critical that STEP equip every teacher candidate with the tools, resources and modeling to become an effective SEL practitioner. For this reason, STEP secondary has developed an Advisory arc as part of the seminar experience to ensure that STEP TCs have a space to explore SEL and community building with a group of experienced and diverse SEL practitioners and school leaders (*mentors*) leading and modeling SEL and community building practices for them in advisory spaces. STEP Secondary Advisory will meet three times a quarter. Please attend and be engaged in each Advisory session and a short SEL focused written reflection will be due at the end of each quarter as part Seminar course.

Seminar Class Sessions (LBSCC)

Essential Question:

How best can I lead, build and sustain an effective and equitable classroom community?

Description:

This course is designed to give Teacher Candidates a broad overview of classroom leadership, including its foundation in theory, application in practice and implications for equitable student outcomes. Teacher Candidates will reflect upon their placement experiences and further develop their individual approach to developing an inclusive, anti-racist, productive and effective learning community.

Course Objectives:

Theoretical Understanding

Teacher Candidates will read and reflect on theories and practices of leading effective and equitable classroom communities and develop an understanding that this work encompasses many domains. This includes anti-racist and abolitionist practices, aspects of curriculum design and pedagogy; classroom structures; relationships with communities, parents and students, as well as a critical examination of strategies that are employed to manage student behaviors, lift student voices and develop classroom community.

Personal Understanding

Teacher Candidates will consider who they are as teachers and how their personal identity affects their work with students. They will develop an understanding of the complex relationship between their classroom interactions and their identity and the impact this has on how effectively they lead their classroom community.

Practical Strategies

Teacher Candidates will critically consider and reflect on a variety of strategies and techniques that can lead to effective classroom leadership. They will recognize that leadership of a classroom community is a complex process that cannot be reduced to a simplistic list of techniques and tools. Teacher candidates will explore how the choice of strategies and techniques can empower and allow agency for students or oppress, marginalize and disenfranchise students. This exploration will consider how these choices can maintain or diminish the racial inequities of classrooms and schools.

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, including working with families, caretakers and guardians.

Equitable Outcomes

Students will reflect on their own leadership practices, as well as those of others, with the goal of understanding how to create more equitable classrooms and outcomes through effective classroom leadership.

Readings:

Please note that the syllabus may be adapted to meet student needs and readings may therefore be subject to change.

The Heart of a Teacher by Parker J. Palmer

The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children by Lisa Delpit

Schools, Prisons, and Social implications of Punishment: Rethinking Disciplinary Practices by Pedro A. Noguera

Selection from *Beyond Discipline: From Compliance to Community* by Alfie Kohn

Selection from *Culturally Sustaining Pedagogies* by Paris and Alim

Selection from *Bad Boys: Public Schools in the Making of Black Masculinity* (Law, Meaning and Violence) by Ann Arnett Ferguson

(Un)necessary toughness? Those 'Loud Black Girls' and those 'Quiet Asian Boys' by Joy L. Lei

Optional: The Risks of Rewards by Alfie Kohn (ERIC)

A Framework for Culturally Responsive Teaching, Wlodkowski and Ginsberg

Savage Unrealities: Uncovering Classism in Ruby Payne's Framework by Paul Gorski

The Myth of the Culture of Poverty by Paul Gorski
Guide for Racial Justice and Abolitionist Social and Emotional Learning by Abolitionist Teaching Network

Assessment and Grading:

Students are expected to attend all classes, participate actively and submit all assignments. If you must be late or absent, please inform the instructors prior to class and arrange for a colleague to take notes and pick up any hand-outs.

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 must rewrite assignments that are not satisfactory, although they must be resubmitted 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.

Make sure you get all the assistance you need from your peers, your supervisors and instructors. The course will be graded A, B, I (incomplete), or NC (no credit).

Assignments:

Submit all assignments as electronic copies by midnight on the day that the assignment is due. The title of the file should begin with your last name.

Three Reflective Logs: (10% each)

The first two logs you submit should be approximately 500 words each. The third log is a write up of your parental communications.

(Please see instructions posted on Canvas.)

LBS Plan: (70%)

This will be included in your final portfolio for Seminar.

(Please see Classroom Leadership Plan instructions and rubric posted on Canvas)

Honor Code

All Stanford students are expected to follow the *Stanford Honor Code* and *Fundamental Standard*, as noted in the STEP Handbook and Stanford Student Guide.

<http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm>

Accessibility:

Students with documented disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Student Disability Resource

Center (SDRC) located within the Office of Accessible Education (OAE). SDRC 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 SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).

Calendar

<i>Class</i>	<i>Essential Question(s)</i>	<i>Readings/Assignments</i>
0 9/22	What do we need to do to continue the building of our own community?	article from Annelise Singh
1 9/29	Defining classroom leadership for ourselves: What is classroom leadership? What kind of leader do I want to be for my classroom community?	Read for today: The Heart of A Teacher, Palmer The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children, Delpit
2 10/6	RILE Conference Afro-Cuban Roots of Latin Jazz workshop	
3 10/13	How do I build and sustain a community of learners? Relationships as the foundation of classroom leadership Re-thinking “disciplinary” processes and implementing Restorative Justice	Read for today: Revisit Noguera from Summer Seminar Watch screencast from Kendra & Remi Sobomehin (see Canvas for link) <u>Turn in Log # 1</u>

<p>4 10/20</p>	<p>How do I build and sustain a community of learners?</p> <p>The importance of SEL in building a community of learners.</p>	<p><u>Read for today:</u></p> <p><i>Beyond Discipline: From Compliance to Community, Chapters 1, 2, Kohn</i></p> <p><u>“Guide for Racial Justice & Abolitionist Social and Emotional Learning”</u></p>
<p>5 10/27</p>	<p>What procedures, routines and expectations will operate in my classroom and what practical strategies will I employ to maintain an effective learning community? Part I</p>	<p>Watch the video about Bill Rogers’ Techniques https://drive.google.com/file/d/1POZrPO5-Q-dwMTavcw9ycOo6ss2m9KtS/view?usp=sharing</p> <p>Make a copy and take notes in the <u>Organizer</u> as you are watching</p> <p><u>Turn in Log #2</u></p>
<p>6 11/3</p>	<p>What motivates and engages my students?</p>	<p><u>Read for Today:</u></p> <p>From <i>Culturally Sustaining Pedagogies</i> by Paris and Alim “The (R)evolution will not be standardized: Teacher Education, Hip Hop Pedagogy and Culturally Relevant Pedagogy 2.0” Ladson-Billings</p> <p><u>A Framework for Culturally Responsive Teaching, Wlodkowski and Ginsberg</u></p> <p><u>From Culturally Sustaining Pedagogy, by Paris and Alim, “You Ain’t Making Me Write”, Kinloch</u></p> <p>Optional: <u>Risks of Rewards, Kohn</u></p>

<p>7 11/10</p>	<p>How will I know that I have succeeded in building an equitable learning environment?</p>	<p>Video- Colin on Bill Rogers techniques- Part 2 https://docs.google.com/presentation/d/1406Vb_0NSd1YVItBvY1Ov-U2Z985wCOGzerWgOMskkk/edit#slide=id.g9eb3bed6fc_0_31</p>
<p>8 11/17</p>	<p>How can I effectively work with students' families and communities? The homework myth exposed.</p>	<p>Lei - (Un)Necessary Toughness?: Those "Loud Black Girls" and Those "Quiet Asian Boys" Gorski - The Myth of the Culture of Poverty Robert Lake (Medicine Grizzly Bear) "An Indian Father's Plea" Turn in Log #3 (Caregiver Communication)</p>
<p>11/24</p>	<p>Thanksgiving Break - no class</p>	
<p>9 12/1</p>	<p>Classroom leadership – learning from myself and others Plenary session “How best can I lead, build and sustain an effective and equitable classroom community?”</p>	<p>Draft LBS Plan due in class for peer review.</p>
<p>12/8</p>	<p>Introduction to Job Workshops (Elementary and Secondary)</p>	

12/10

LBSCC Plan due