

## **ED 246B: Seminar - Leading, Building & Sustaining Classroom Communities Fall - 2022**

### **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 Seminar sessions (4) the workshop series.

### **Expectations**

You are expected to complete the following requirements for the fall seminar:

#### **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 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).
- You will begin your year long school placement in August and you will be observed at least four times each quarter.
- 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.

#### **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>

**Accommodations**

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: 723-1066; web site <http://studentaffairs.stanford.edu>

**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

### **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. Class materials are available on Canvas.

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 will rewrite assignments that are not satisfactory and assignments should be resubmitted by the final date of the course to avoid an incomplete. All assignments are to 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 on Canvas by 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)*

## Calendar

<b><i>Class</i></b>	<b><i>Essential Question(s)</i></b>	<b><i>Readings/Assignments</i></b>
<b>1 9/28</b>	<p>Defining classroom leadership for ourselves:</p> <p>What is classroom leadership?</p> <p>What kind of leader do I want to be for my classroom community?</p>	<p><u>Read for today:</u> <a href="#"><i>The Heart of A Teacher, Palmer</i></a></p> <p><a href="#"><i>The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children, Delpit</i></a></p>
<b>2 10/5</b>	<p>How do I build and sustain a community of learners?</p> <p>Relationships as the foundation of classroom leadership</p> <p>Re-thinking “disciplinary” processes and implementing Restorative Justice</p>	<p><u>Read for today:</u> <a href="#">Revisit Noguera from Summer Seminar</a></p> <p><a href="#"><b><i>Turn in Log # 1</i></b></a></p>
<b>3 10/12</b>	<p>Topic TBD</p> <p>RILE Conference 3-4 PM</p> <p>Seminar 4:15-5:15 Restorative Justice Guests - Kendra and Remi Sobomehin</p>	<p><a href="#">Watch screencast from Kendra &amp; Remi Sobomehin</a> (see Canvas for link)</p>
<b>4 10/19</b>	<p>How do I build and sustain a community of learners?</p> <p>The importance of SEL in building a community of learners. Log Talk #1</p>	<p><u>Read for today:</u> <a href="#"><i>Beyond Discipline: From Compliance to Community, Chapters 1, 2, Kohn</i></a></p> <p><a href="#">“Guide for Racial Justice &amp; Abolitionist Social and Emotional Learning”</a></p>

<p><b>5</b> <b>10/26</b></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><i><b>Video- Colin on Bill Rogers techniques- Part 1</b></i> <a href="https://drive.google.com/file/d/1POZrPO5-Q-dwMTavcw9ycOo6ss2m9KtS/view?usp=sharing">https://drive.google.com/file/d/1POZrPO5-Q-dwMTavcw9ycOo6ss2m9KtS/view?usp=sharing</a></p> <p>Make a copy and take notes in the <a href="#">Organizer</a> as you are watching</p> <p><i><b><u>Turn in Log #2</u></b></i></p>
<p><b>6</b> <b>11/2</b></p>	<p>What motivates and engages my students?  Log Talk #2</p>	<p><u>Read for Today:</u></p> <p>From <a href="#">Culturally Sustaining Pedagogies</a> 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><a href="#">A Framework for Culturally Responsive Teaching, Wlodkowski and Ginsberg</a></p> <p><a href="#">From Culturally Sustaining Pedagogy, by Paris and Alim, “You Ain’t Making Me Write”, Kinloch</a></p> <p>Optional: <a href="#">Risks of Rewards, Kohn</a></p>

<p>7 11/9</p>	<p>Seminar 3:15-4:15</p> <p>BE Workshop 4:30-6:00</p> <p>How will I know that I have succeeded in building an equitable learning environment?</p>	<p><b>Video- Colin on Bill Rogers techniques- Part 2</b></p> <p><a href="https://docs.google.com/presentation/d/1406Vb_0NSd1YVItBvY1Ov-U2Z985wCQGzerWgOMskkk/edit#slide=id.g9eb3bed6fc_0_31">https://docs.google.com/presentation/d/1406Vb_0NSd1YVItBvY1Ov-U2Z985wCQGzerWgOMskkk/edit#slide=id.g9eb3bed6fc_0_31</a></p>
<p>8 11/16</p>	<p>How can I effectively work with students' families, carers and communities?</p>	<p>Robert Lake (Medicine Grizzly Bear) <a href="#"><u>"An Indian Father's Plea"</u></a></p> <p><b>Video</b></p> <p><b>Optional - <a href="#"><u>Gorski</u></a> - The Myth of the Culture of Poverty</b></p> <p><b><a href="#"><u>Turn in Log #3 (Positive phone call home)</u></a></b></p>
<p>11/24</p>	<p>Thanksgiving Break - no class</p>	
<p>9 11/30</p>	<p>Classroom leadership – learning from myself and others</p> <ul style="list-style-type: none"> <li>• Video</li> <li>• Peer review</li> </ul> <p>Homework Myth</p> <p><b>Plenary session</b></p> <p>Review of the course</p> <p>“How best can I lead, build and sustain an effective and equitable classroom community?”</p>	<p><b>Video - Colin</b></p> <p><b>Draft LBS Plan due in class for peer review on 12/7. Do not need to submit the draft on Canvas.</b></p>

<b>10 12/7</b>	Last LBSCC class  Peer Review of LBS Plan  +Elementary for EOQ Celebration 4:30-5:15	Bring draft to class on 12/7
<b>12/14</b>	Introduction to Job Workshops (Elementary and Secondary)	<b>LBSCC Final Plan due 12/16</b>