



ED 246B: Seminar - Leading, Building & Sustaining Classroom Communities Fall - 2024

Instructors:

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Times: 3:00pm 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

Attendance and Professional Educator Communication:

Please attend each session fully. 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. If you are absent from all or part of a class session, instructors may assign an alternative assignment to support you to engage with content missed in class.

As a general frame for communicating absences and/or tardies at STEP (including seminar + supervisory), please follow the below guidance:

- **Missing Class:** If you plan/need to miss or have to be late to any class at STEP, please email Jeff + the teaching team for that course
- **Missing Placement:** If you plan/need to miss or be late to placement, please email your Cooperating Teacher + Supervisor + Ruth Ann + Jeff

- Missing Supervisory: If you plan/need to miss or be late to supervisory, please email Ruth Ann + Jeff + your Supervisor

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 Teaching Performance Expectations (TPEs) and ability to reflect upon your performance in light of those standards (TPE 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:

Leading, Building & Sustaining Classroom Communities (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, caregivers 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, with a focus on restorative and transformative justice. 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:

Readings for each session are listed in the calendar below and can be accessed on Canvas. *Please note that the syllabus may be adapted to meet student needs and readings may therefore be subject to change.*

Assessment and Grading:

Complete all assignments carefully, thoughtfully, and on-time. If you need an extension please let your instructors know before the assignment due date. Feedback will be provided by instructors and Supervisors. If your performance does not meet the expected standard, you will be asked to revise and resubmit. Make sure you get all the assistance you need from your peers, your supervisors and instructors. Our philosophy on assessment and grading is that everyone starts with an A grade and we work with students and support them with feedback to enable them to, when necessary, revise and resubmit assignments, working towards a grade A.

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.***

Weekly Dialectical Journals

Each week you will reflect briefly (1-2 paragraphs) on how you are thinking about the concepts discussed in class, and how your thinking aligns with your emerging values and identity as a classroom leader. These journals will also support the development of your ideas for the Classroom Leadership Plan. *Specific prompts will be embedded in the journal and posted on Canvas.*

Classroom Leadership Logs:

You will submit four “logs” reflecting on specific experiences from your teaching placement. The first two logs (~500 words each) are about challenging experiences from placement that you were unsure how to address. The third log is a write up of your parental communications, and the fourth will be an investigation of a school policy and its impact on your classroom. *Please see instructions posted on Canvas.*

Classroom Leadership Plan:

In this culminating assignment, you will describe and justify plans for how you will lead, build, and sustain your future classroom community. This will be included in your final portfolio for Seminar. *Please see Classroom Leadership Plan instructions and rubric posted on Canvas for specific instructions.*

Calendar

Class	Topic & Essential Question(s)	Readings/Assignments
		<i>Readings and guiding questions are posted on Canvas</i>
1 9/25	Defining classroom leadership for ourselves <ul style="list-style-type: none">• What are my core values as a teacher?• What do I want my classroom community to look like, feel like and be in service of?	<u>Texts for today:</u> <ul style="list-style-type: none">• Palmer, <i>The Heart of A Teacher</i>• Abolitionist Teaching Network, <i>Guide for Racial Justice & Abolitionist Social and Emotional Learning</i>, p. 2-5• Zheng, <i>Consider These Potential Prompts</i>
2 10/2	Introduction to Restorative Justice with guest speaker Kendra Sobomehin , STEP Science Alum, former East Palo Alto Academy teacher/advisor, and current Stanford GSE Doctoral Candidate in Curriculum and Teacher Education (CTE), Science Education; Race, Inequality, and Language in Education (RILE) <ul style="list-style-type: none">• What is restorative justice and how can it apply to the classroom?	Watch screencast from Kendra & Remi Sobomehin (~50 minutes)

	<ul style="list-style-type: none"> • When might restorative justice be the “right” approach? When might it not be? 	
<p>3 10/9</p>	<p>Building relationships</p> <ul style="list-style-type: none"> • What type(s) of relationships do I want to build with my students? • How might I build and deepen relationships in ways that reflect and honor students’ full humanity? 	<p>Turn in Log # 1</p> <p><u>Read for today:</u></p> <ul style="list-style-type: none"> • Hammond, <i>Culturally Responsive Teaching & the Brain</i>, Ch. 5 • Hannegan-Martinez, <i>From Punk Love to Compa Love: A Pedagogical Paradigm to Intervene on Trauma</i> • Abolitionist Teaching Network, <i>Guide for Racial Justice & Abolitionist Social and Emotional Learning</i>, p. 8 (“Six Questions Abolitionist Teachers Can Ask to Build Relationships with Students”)
<p>4 10/16</p>	<p>Authority, identity, and warm demanding</p> <ul style="list-style-type: none"> • How might I express my authority in ways that serve classroom values and hold clear boundaries? • How might I demonstrate authority without being authoritarian? 	<p><u>Read for today:</u></p> <ul style="list-style-type: none"> • Smith & Yeh, <i>Nurturing is Not Enough: A Case Study on Social Justice, Caring, and Discipline</i> (skim/skip “Method” section) • Delpit, <i>Multiplication is for White People</i>, Ch. 4 <p><i>Optional reading:</i></p> <ul style="list-style-type: none"> • Kohn, <i>Beyond Discipline: From Compliance to Community</i>, Ch. 1-2

<p>5 10/23</p>	<p>Building & Sustaining Family and Caregiver Partnerships</p> <ul style="list-style-type: none"> • When I build a positive classroom culture, a supportive community and strong personal connections, how might I proactively maintain what we've built? • How might I proactively and positively engage caregivers and families in service of sustaining student relationships and classroom community? 	<p>Turn in Log # 2</p> <p><u>Read for today:</u></p> <ul style="list-style-type: none"> • Lake (Medicine Grizzlybear), <i>An Indian Father's Plea</i> • Greene, <i>Race, Community, and Urban Schools: Partnering with African American Families</i>, Ch. 4 • Watch video interviews with families
<p>6 10/30</p>	<p>Sustaining Expectations & Agreements, Part 1</p> <ul style="list-style-type: none"> • When I build a positive classroom culture, a supportive community and strong personal connections, how might I respond when students do not meet our community expectations and agreements? 	<p><u>Watch for today:</u></p> <ul style="list-style-type: none"> • Video on Bill Rogers Techniques, Part 1 <p><i>Optional:</i> begin readings for week 7</p>
<p>7 11/6</p>	<p>Sustaining Expectations & Agreements, Part 2</p> <ul style="list-style-type: none"> • When I build a positive classroom culture, a supportive community and strong personal connections, how might I respond when students do not meet our community expectations and agreements? 	<p><u>Watch & Read for Today:</u></p> <ul style="list-style-type: none"> • Video on Bill Rogers Techniques, Part 2 • Kavanagh, <i>Practicing Resistance: Teacher Responses to Intergroup Aggression in the Classroom</i> (skim/skip p.150-151 "Data-collection strategy & Data Analysis") • Smith, <i>Getting Cursed Out for Social Justice: Notes on Handling Verbal Assaults with Humanity</i>
<p>8 11/13</p>	<p>Sustaining Family/Caregiver Partnerships How might I build from my relationships with caregivers to better support my students?</p>	<p>Turn in Log #3: Positive phone calls home</p> <p><u>Read for today:</u> TBD</p>

9 11/20	Classroom Policies, Rituals, Routines, & Procedures <ul style="list-style-type: none"> • What classroom routines, rituals, procedures, and policies might support classroom values and vision? • How might I navigate the relationship between policies in my classroom and policies set by the school or other educational bodies? 	Turn in Log #4: School Policy Inquiry <u>Read for today:</u> TBD
11/27	Thanksgiving Break - no class	
10 12/4	Putting it all together <ul style="list-style-type: none"> • How best can I lead, build and sustain an effective and equitable classroom community? 	Bring draft of Classroom Leadership plan to class
12/11	Introduction to Job Workshops (Elementary and Secondary)	Final Classroom Leadership Plan due to Canvas 12/13

Seminar Workshops:

<i>Date, Time & Location</i>	<i>Topic</i>	<i>Other Notes</i>
10.7 3:30-5:00 PM CERAS 300	Question, Persuade & Refer Suicide Prevention Training	This workshop is held by the Graduate Life Office (GLO)