



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

Fall - 2025

Instructors:

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Times: 3:00pm to 5:15pm - Seminar in CERAS 300 (eventually Barnham 002A)
5:30 to 6:30pm - 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 in service of all students, particularly those who are most marginalized?

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

You will have two Dialectical Journals (typed min. 1-page responses) 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 are about challenging experiences from placement that you were unsure how to address. The third log is a write up of your positive phone call communications to parents/caregivers, and the fourth will be an investigation of a school policy and its impact on your classroom. Logs can be submitted as videos, podcast style recordings, written typed responses or any creative form you would like to bring forward to share your thoughts. *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 in service of all students, particularly those who are most marginalized. *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 9/24	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>• Martin, <i>Kaleidoscopic Musings on a Queer Praxis</i>• Zheng, <i>Consider These Potential Prompts</i>• Keenan, <i>Keep Yourself Alive: Welcoming the Next Generation of Queer and Trans Educators</i>- read pages 1-2 (through "Maybe that is where you'll find this letter) and page 10 ("2021: A Postscript"). The rest is optional.
2 10/1	Building relationships <ul style="list-style-type: none">• What type(s) of relationships do I want to build with my students?	Journal #1 Due Tues. Sept 30 <u>Read for today:</u>

	<ul style="list-style-type: none"> How might I build and deepen relationships in ways that reflect and honor students' full humanity? 	<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")
3 10/8	<p>Introduction to Restorative Justice & RJ Practices with guest speakers Kendra & Remi Sobomehin</p> <ul style="list-style-type: none"> What is restorative justice and how can it apply to the classroom? When might restorative justice be the "right" approach? When might it not be? 	<p>Watch screencast from Kendra & Remi Sobomehin (~50 minutes)</p> <p>Log # 1 Due</p>
4 10/15	<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>**Class ends at 5PM** for Dine and Discuss</p>	<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

5 10/22	Sustaining Expectations and Agreements Pt. I <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? 	Journal #2 Due Tuesday 10/21 <u>Pre-work for today:</u> Video on Bill Rogers Techniques, Part 1
6 10/29	Sustaining Expectations and Agreements Pt. II <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? 	Log # 2 Due Wednesday, 10/29 <u>Readings</u> <ul style="list-style-type: none"> Kavanagh, <i>Practicing Resistance Teacher Responses to Intergroup Aggression in the Classroom</i> Smith, <i>Getting Cursed Out for Social Justice</i>
7 11/5	Interrupting and Addressing Hate & Hate Speech in the Classroom & Schools <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? How do I proactively create plans and/or policies that allow me to respond restoratively and educatively when a student does not meet our community expectations and agreements? How does my plan interact with school and district plans and policies? 	Pre-work TBD
8 11/12	Family/Caregiver Partnerships <ul style="list-style-type: none"> When I build a positive classroom culture, a supportive community and strong personal connections, how 	Log #3: Policy Investigation assignment due by end of the day Wed, 11/12 Pre-work TBD

	<p>might I proactively maintain what we've built?</p> <ul style="list-style-type: none"> • How might I proactively and positively engage caregivers and families in service of sustaining student relationships and classroom community? 	
9 11/19	<p>Family/Caregiver Partnerships</p> <ul style="list-style-type: none"> • How might I proactively and positively engage caregivers and families in service of sustaining student relationships and classroom community? 	Work on making your positive phone calls for Log #4
11/27 10 12/3	<p>Thanksgiving Break - no class</p> <p>Putting it all together</p> <ul style="list-style-type: none"> • How best can I lead, build and sustain an effective and equitable classroom community in service of all students, particularly those who are the most marginalized? 	Turn in Log #4: Positive phone calls home by end of day, 12/3
12/8	<p>Workshop</p> <p>Introduction to edTPA and Registration (3:30 to 5pm)</p>	
12/10	Introduction to Job Workshops (Elementary and Secondary)	Final Classroom Leadership Plan due to Canvas 12/12

Seminar Workshops:

<i>Date, Time & Location</i>	<i>Topic</i>	<i>Other Notes</i>
10.3 3:00-5:00 PM CERAS 300	Question, Persuade & Refer Suicide Prevemtion Training	This workshop is held by the Graduate Life Office (GLO)