

Building Classroom Communities
EDUC 244 E/F

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COURSE DESCRIPTION:

“What do we learn from the children’s refusal to be unseen and unheard? Centrally, and simply, the children are saying, We are here. They want to speak, not just listen. They want to play, not just work. They want to perform, not just sit in the audience. They want to stand out, not fit in. They want to be teachers, not just learners. They want to be known and seen as children, not just students. They are reminding teachers to teach people, not content...”

- Carla Shalaby, *Troublemakers: Lessons in Freedom from Young Children at School*

Dear Elementary TC's-

Welcome to part two of Building Classroom Communities! In the second portion of our course, we will draw upon our growing vision of our classroom community. Using what we learned about **building authentic and meaningful relationships** with students, we will develop an understanding of **what cultural, pragmatic, and research implications underlie our responses to students’ behavior**. We will **explore tools to better understand children’s behavior, identify when and how to redirect students, explore ways to repair harm and restore community, and address difficult emotions and conflict** in the classroom. We will delve into the messy and tireless work of enacting our vision of community while maintaining our commitments to ourselves, to our communities, and to the children we work with.

We can’t wait to get started!

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. 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.

ATTENDANCE AND PARTICIPATION

If you must miss a session, let us know as soon as possible so that you can complete all missed work before 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 requires us to think critically, question our assumptions, actively listen, and step up, step back in.**

COMMITMENT TO STUDENT WELLNESS

We are each starting the 2023-24 academic year in unique circumstances, likely not fully recovered or restored from the stresses of the past 2 and a half 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](#).

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.

COURSE ASSIGNMENT

Monday 4/22 by 10 pm Back-to-School Night Informational Piece

Imagine it is Back-to-School Night at the beginning of the year. You will create an informational piece for your students' families, informing and engaging them around the vision for your classroom community and environment. This piece might be a slideshow, handouts, or a Welcome Packet. Given the flexible format of the assignment, think ahead to when you will have your own classroom, and create a piece that could have practical and relevant use for you next year.

Your informational piece should consider the following guiding questions:

- How will you communicate your vision around the classroom community in a clear and accessible way for students' families?
- How might you invite students' families to help shape your vision and engage with your classroom community?
- How will you communicate your approach to classroom management to students' families?
- How will you be transparent about your proactive and responsive approaches to student behavior and your expectations around family involvement?

To support your planning around this assignment, we recommend using the following [graphic organizer](#).

This assignment will be graded based on the following rubric.

Back-to-School Night Informational Piece
Assignment Rubric

	1. Approaching Expectations	2. Meeting Expectations	3. Exceeding Expectations
Classroom Vision	Broadly communicates vision around classroom community	Clearly communicates vision around classroom community with a lens on inclusion and equity	Clearly communicates a precise vision around classroom community with a lens on inclusion, equity and culturally responsive engagement
Family Engagement	Broadly describes your strategy for	Clearly describes your strategy for getting to know families and	Clearly describes your strategy for getting to know families; communicating with them throughout the

	communicating with families	communicating with them throughout the year Uses inclusive and inviting language that honors families' funds of knowledge	year; <i>and</i> how you will actively engage them in classroom community-building Uses inclusive and inviting language that honors both families' and community's funds of knowledge
Approach to Responding to Student Behavior	Broadly describes your approach to responding to student behavior	Clearly describes your approach to responding to student behavior, including specific examples of culturally responsive proactive and responsive interventions	Clearly describes your approach to responding to student behavior, including specific examples of culturally responsive proactive and responsive interventions Previews specific ways in which you might involve families during proactive and responsive interventions

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 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 theory to practice and envision equitable classrooms for all learners.

Session	Guiding Questions/ Focus Routine	Readings
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<p>Session 5 4/1- 3:15-6pm</p>	<p>How do we ensure socio-emotional equity when engaging in socio-emotional learning?</p> <p>How do we support children who have experienced trauma?</p> <p><i>Instructional focus:</i> Social-emotional equity</p>	<p style="text-align: center;">Required</p> <p>Shauna L. Tominey, Elisabeth O'Bryon, Susan E. Rivers, & Sharon Shapses (2017). <u>Teaching Emotional Intelligence in Early Childhood.</u></p> <p><u>Nadine Burke Harris, TED Talk Video (2014): How childhood trauma affects health across a lifetime</u> (15 min video- <u>transcript here</u>)</p> <p>Simmons, D. (2019). <u>Why we can't afford whitewashed social-emotional learning.</u> <i>ASCD Education Update</i>, 61, 2-3</p> <p style="text-align: center;">Recommended</p> <p>Read like a Rockstar <u>How I Teach Kids About Racism (Kindergarten and 1st Grade)</u> (15 min video)</p>
<p>Session 6 4/5- 9-12pm</p>	<p>What tools can we use to understand student behavior?</p> <p>How do we work collaboratively with students to problem-solve around challenging behavior?</p> <p><i>Instructional focus:</i> Collaborative interventions</p>	<p style="text-align: center;">Required</p> <p style="text-align: center;">Assigned Jigsaw ONLY</p> <p>Crowe, Caltha. <i>Solving Thorny Behavior Problems</i>. Turners Falls, MA: Northeast Foundation for Children, 2009. Problem Solving Conferences, Individual Written Agreements, Class Meetings, OR Student to Student Conferences</p> <p>Sourers, Kristin and Hall, Pete. <i>Fostering Resilient Learners: Strategies for Creating a Trauma Sensitive Classroom</i>. ASCD, 2016. Chapter 2 ONLY</p> <p style="text-align: center;">Recommended</p> <p>Daniel J. Siegel (2012), <i>The Whole Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind</i>. Read Chapters 2, 3, and 4.</p>

		<p>Revisit from Child Development: Lansford, J. E., French, D.C., & Gauvin, M. (2021). <i>Child and adolescent development in a cultural context</i>. American Psychological Association: Washington, D.C. Chapters 7 and 8 ONLY</p>
<p>Session 7 4/8- 3:15-6pm</p>	<p>What can we do to address difficult emotions and conflict in the classroom?</p> <p>What kinds of challenges do classroom communities face and how we respond to them with care and respect for children?</p> <p><i>Instructional focus:</i> Restorative justice</p>	<p style="text-align: center;">Required</p> <p>Maisha Winn (2018), <i>Justice on Both Sides: Transforming Education through Restorative Justice</i>. Chapter 1 – Paradigm Shifting on Both Sides: The Art & Science of Making Things Right.</p> <p>Statman-Weil, K. (2015, May 2015). Creating Trauma Sensitive Classrooms. <i>Young Children</i>, 70(2), 72-79.</p> <p style="text-align: center;">Recommended:</p> <p>Costello, B., Wachtel, J., & Wachtel, T. (2009). <i>The restorative practices handbook: For teachers, disciplinarians and administrators</i>.</p> <p>Susan E. Craig (2016), <i>Trauma Sensitive Schools: Learning Communities Transforming Children's Lives, K-5</i>, Chapter 3-6.</p>
		<p style="text-align: center;">Required</p>

<p>Session 8</p> <p>4/10-2:30-5:15pm</p>	<p>What cultural, pragmatic, and research implications underlie each classroom management strategy?</p> <p>What do we gain/lose from different approaches/strategies?</p> <p><i>Instructional focus:</i> Tiered interventions</p>	<p>Hammond, Z. L. (2015). <i>Culturally responsive teaching and the brain</i>. Corwin Press. Chapter 9 ONLY</p> <p>GET A HEAD START ON READING FOR SESSION 9</p> <p>Recommended:</p> <p>Benson, Jeffrey. <i>Hanging in : Strategies for Teaching the Students Who Challenge Us Most</i>. Alexandria, Va., Ascd, 2014. Chapter 5 ONLY</p>
<p>Session 9</p> <p>4/17-2:30-5:15pm</p>	<p>Where is the need for control rooted and how is it connected to white supremacy culture?</p> <p><i>Instructional focus:</i> School discipline gap</p> <p>What are our commitments to ourselves, to each other, and to the children we work with?</p> <p><i>Instructional focus:</i> Classroom community commitments</p>	<p>Required</p> <p>Freidus; Alexandra “Problem Children” and “Children with Problems”: Discipline and Innocence in a Gentrifying Elementary School. <i>Harvard Educational Review</i> 1 December 2020; 90 (4): 550–572. doi: https://doi.org/10.17763/1943-5045-90.4.550</p> <p>Shalaby, Carla. <i>Troublemakers: Lessons in Freedom From Young Children At School</i>. New York: New Press, The, 2017 Conclusion and Letter to Teachers</p>

