

## **ED 101/510- Introduction to K-12 Classroom Culture**

Block 6, 2023

Meets the Critical Learning: SHB requirement.

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*Our children are in trouble, and we want to save them; we want to provide them with shelter.*

*But given the larger societal chaos, what can we do?*

Lisa Delpit, Teaching When the World is on Fire

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**Meeting Location:** Palmer 233A

**Availability:** Please note that on weekends I only check emails on Saturday mornings. If you email me after 12:00 pm Saturday or anytime on Sunday, I will get back to you on Monday.

1. **Typical Meeting Schedule:** 9:00 am-12 pm + practicums two days per week (*see course calendar for specifics and note that practicum days will typically be longer than 4 hours and times vary depending on school hours*)

### **Overview:**

This course introduces students to the norms, values, routines, policies, and relationships that form the culture in public school classrooms. Students complete at least 30 hours of practicum experiences in cooperation with local school personnel in the Colorado Springs area. Responsibilities vary according to the needs of the school, but the emphasis is on individualized help to K-12 students. Coursework explores educational theories and learning environment design and compares common instructional strategies. Practicum experiences converge with course content to examine the influence of classroom culture on student learning.

### **Education Department Learning Outcomes:**

1. Read and interpret empirical articles in the discipline.
2. Demonstrate knowledge of relevant foundational education terminology & Policies

### **Course Learning Outcomes:**

1. Identify the norms, values, routines, and policies of various local K-12 classroom cultures.
2. Collect and analyze observational field notes to identify how different local K-12 teachers establish classroom culture.
3. Identify, compare, and contrast the application of educational theories and instructional practices studied in class.
4. Discuss how classroom culture affects student learning behaviors (SHB outcome)

**In addition, you will practice the following CC Core Competencies for Career Readiness:**

1. **Equity & Inclusion:** The ability to demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from all identities and cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.
2. **Personal & Professional Effectiveness:** The ability to demonstrate accountability to self and others through effective habits to be productive in work and life.
3. **Teamwork:** The ability to collaborate with others toward a shared goal, participating actively, and maximizing team performance.

**Required Text:**

- *Teaching When the World is On Fire*, Edited by Lisa Delpit [e-copies available via Tutt, limited physical copies to borrow available in Education Department]

**Education Department Vision Statement:** We commit to teaching and practicing critical, sustainable, and **liberatory** pedagogies to benefit society, now and for future generations. In **solidarity** with those marginalized by oppressive systems, we strive to cultivate **partnerships** with local, national, and global stakeholders to foster transformative learning opportunities and critically minded educators. In support of this continuous work, we draw on interdisciplinary theory and method, value intergenerational and intercultural wisdom, and embrace **creative problem-solving**, self-reflection, and ongoing critical praxis.

**Education Department Mission Statement:** We are committed to the pursuit of just and equitable education in our local communities and beyond. Through teaching, scholarship, and service, we **co-generate creative** spaces that actualize the relationship between learning and **liberation**.

**Education Department Core Values:** Collaboration • Solidarity • Creativity • Liberation

**Education Department Expectations, Policies & Pledges**

**Personal & Professional Effectiveness:** You will be navigating environments that have power structures; thus, you'll need to position yourself by thinking about your place and presence in these environments, including a public school classroom. As you think about the possible power dynamics, consider the following:

1. What could be the unspoken discourse about what it means to be a CC student and a guest in a classroom?
2. How does your attire present yourself as a participant in the teacher's and students' learning goals?
3. How might your appearance serve as a trigger for anyone in the classroom?

Behaviors that exhibit professional effectiveness in these environments include:

1. Maintain positive attitudes in academic and professional settings
2. Demonstrate professional appearance in professional settings
3. Act on constructive feedback from others
4. Engage in self-assessment and reflection to overcome limitations and enhance strengths
5. Communicate proactively, effectively, and appropriately
6. Show punctuality in meeting academic and professional obligations
7. Respond respectfully to individual perspectives and differences of others

8. Collaborate to resolve differences and solve problems respectfully and reflectively
9. Demonstrate honesty, integrity, fairness, and respect for others
10. Accept responsibility for personal actions and behaviors

All CC students taking courses in the education department will be accountable for the above behaviors—as relevant to the course context. Education students will engage in self-evaluation, goal setting, and faculty feedback opportunities throughout their programming.

**Respect for Diversity, Equity & Inclusivity:** The education department intends for students from all diverse backgrounds and perspectives to be well served by this course, that students' learning needs to be addressed both in and out of class, and that the diversity that students bring to this class is appreciated as a resource and asset. While I expect many discussions and even disagreements during class discussions, I ask that you engage in this course with care and empathy for each other. Aim to disagree without becoming disagreeable. In this class, we will not shy away from the uncomfortable. I urge you to have the courage to be uncomfortable; we will work to cultivate a 'brave space'—a classroom environment where we support each other's ability to take these intellectual and emotional risks.

The following guidelines will support our class dialogue and the entire experience together. They come from the Butler Center, our college's community focal point for issues of inclusion and diversity. I rely on you as students to call in anyone, including myself, who is not keeping them in mind. I welcome changes to these (additions, edits, deletions) at any time.

1. Seek to understand before being understood; respect diverse opinions
2. Be aware of airtime (share the space, listen, and be brief)
3. Assume best intentions; understand intent vs. impact
4. Maintain confidentiality: share the knowledge/learning, not the name
5. Take responsibility for your own learning; avoid leaning on target group members for your education
6. Expect to be uncomfortable as you lean into your learning zone (make room for growth)
7. Engage with the head and the heart
8. Honor individual experiences as real; there are no experts in social justice work
9. Practice self-care and exercise grace (be kind to yourself and others)
10. Remember that ideas and opinions can be fluid

**Accommodations:** It is my goal to support all learners to be successful in this course. I hope we can work together to create an environment in which you can be successful. If you have a disability and require accommodations for this course, please speak with me privately at the beginning of the block so that your needs may be appropriately met. Accommodations cannot be made retroactively. If you have not already done so, register with Accessibility Resources (Learning Commons in Tutt Library, 227-8285), the office responsible for coordinating accommodations.

**Academic Integrity and the Honor Code:** All elements of the work submitted for a grade must be your own and created for the specific assignment or activity unless otherwise stated. Using the ideas of another person—be a professional writer, speaker, or a classmate or peer—without proper acknowledgment constitutes plagiarism. Take this seriously and ask questions if you are uncertain about any aspect of our honor code.

**Education Department Wellness Pledge:** As an educator who is committed to anti-racist, accessible, and critical pedagogy I pledge to center our holistic selves and our collective well-being (including but not limited to our physical wellness and mental health) as a core value and learning outcome of this course. I acknowledge the work of decolonial, critical race, disability justice, queer, and feminist scholars who have provided the frameworks that inform this pledge, and the best practices listed herein. To this end, in this course, I commit to:

1. Scheduling assignment deadlines and due dates during the work week (Monday - Friday)
2. Scheduling one pre-determined day in my Syllabus as a “free” day with no readings, deadlines, or course-related tasks, as a Wellness Day.
3. Scheduling readings, assignments, course-related tasks, and responsibilities such that they require no more than 2-3 hours of student attention per day of the workweek.
4. Providing one or more alternative opportunities and strategies for engagement, assessment, and grading.
5. Modeling and providing guidance around behaviors and practices to reduce urgency and stress around time-bound expectations. We will together learn to strike a balance between our work and our life and calibrate our priorities with this in mind.
6. Coming to a collective decision about our “work hours” during this course. We will respect these work hours by restricting email communication within them.
7. Encouraging opportunities to engage with peers more as collaborators, than competitors (for example taking shared notes, group exams, etc.) This will also foster greater accessibility and different learning styles and skills.
8. At least once a Block, I will not require documentation for an absence. I will ground our relationship in trust and good faith and expect the same from you.
9. Not assuming late assignments, missing assignments, absences, or misunderstandings reflect your character, work ethic, or who you are as a student: I respect that you are a whole person, and this class is not the only thing you have going on in your life.
10. Supporting your accessibility needs with or without formal accommodations. This includes your needs as a survivor of sexual misconduct/assault, should you disclose such a need to me. Please bear in mind that I am a mandatory reporter. I do not, however, need you to disclose any details of your experience to make the course more accessible for you.
11. Fostering an inclusive classroom community, and a learning experience where all students, regardless of background or perspective, feel both respected and challenged.
12. Providing frequent constructive feedback, whether in class or on your assignments so you have a clear sense of expectations.

**Submitting Work:** All assignments must be typed, fully proofread, and submitted in Microsoft Word by 11:59 pm (exceptions are posted in canvas) on the assigned due date.

**Attendance & Late Work:** Unless accompanied by proactive communication (meaning you have communicated with me in advance)—students missing more than three class sessions will earn a No Credit (this is also true for online meetings). In addition, while I recognize that things come up in life and will be as understanding as possible, considerably late work will only be accepted when accompanied by *proactive* communication; if you believe you will not be able to meet an assignment deadline, please communicate that with me as early as possible. See the “late pass” practice in my grading framework below for exceptions.

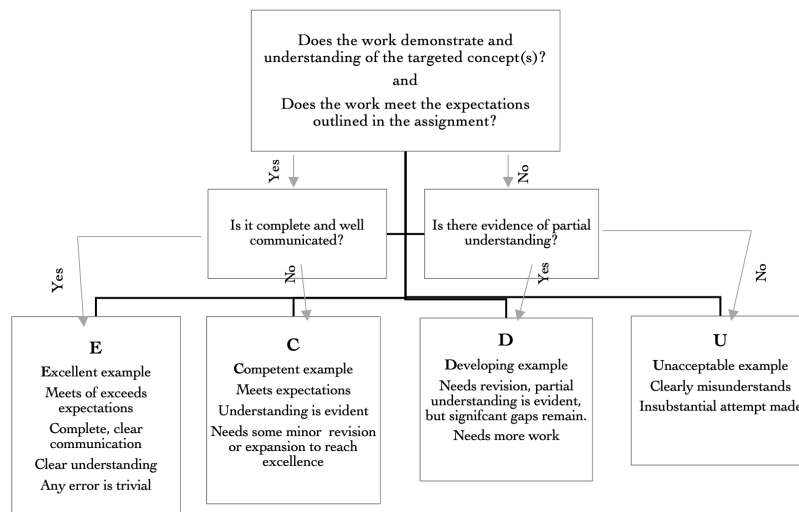
**APA:** Please submit all written disciplinary work using APA 7th edition style.

**Pass/Fail:** Please be advised that pass/fail tracks may reflect poorly on graduate school applications. Furthermore, when students do not receive a documented grade reflecting their

performance, it is difficult for CC education faculty to create a summative narrative of their accomplishments and areas needing improvement as you request letters of recommendation and explore post-baccalaureate plans.

### Grading, Feedback, Expectations, and Assessments

This course uses contract grading<sup>1</sup>. Contract grading allows you, as the student, the agency to work toward the grade you would like to receive and entails completing a contracted number of assignments of specified quality that correspond to specific letter grades. This method shifts the student's focus to authentic learning and the instructor's focus on giving genuine feedback. This course will discuss how this practice engenders a positive classroom culture. The quality of your assigned work will be assessed by your professor, TA, and/or peers (depending on the assignment) using the criteria below:



Adapted from Talbert, 2016

<b>For each submitted assignment you complete, along with my feedback, your score in canvas will be indicated as follows:</b>				
<b>E=4</b>	<b>C=3</b>	<b>D=2</b>	<b>U=1</b>	<b>No submission= 0</b>

### Requirements for a grade in the A range:

**Course Membership:** The education department does not give points for attendance—this is an expectation. You are expected to be prepared (having carefully completed all readings and assignments) and be an active learner in this class, committed to the material, your learning, and your peers in a fashion that exemplifies departmental core values. Your engagement will be visible through your daily participation in class discussions, conferences with your professor, group work, and general efforts to improve not only your learning but also the learning of the entire class. You will have various opportunities and formats for demonstrating your engagement, e.g., growth in collaborative norms & departmental professional effectiveness expectations,

<sup>1</sup> Blum, Susan D. (Ed). (2020). *Ungrading: Why rating students undermines learning & what to do instead*. West Virginia University Press.

whole-class and small-group discussions, group presentations, prompts to think through course readings, and quick-writes. You will have a variety of opportunities and formats for demonstrating your engagement. If you are assigned asynchronous work, you will be counted as absent if you do not adequately engage in the online discussion or other related remote assignments.

Your participation will be assessed using the following criteria:

- **“Superior”** engagement means always being on time and prepared, adding additional insights to class discussions, and providing extensive feedback to your peers. You demonstrate active learning via consistently perceptive and energetic engagement with the material, your peers, and me.
- **“Average”** engagement means that you seem prepared, although you sometimes need to be prompted to participate. Generally, your participation in discussions and your feedback to your peers encourage and support others in the class. Your presence is productive.
- **“Weak”** engagement means that you come to class but do not seem prepared, or your presence detracts from the quality of the class experience for others. As a result, your participation is either disruptive, listless, lackluster, or only intermittent.

If you contract for an A in the course, you may miss one class session without an official (doctor or preapproved) excuse. Your engagement is at a superior level on most days.

Penalty: If you have more than one unexcused absence, your grade for the entire class will automatically drop .5 for each unexcused absence starting with your second absence. So, if you miss three classes, your grade will drop by 1, and so on.

### **Classroom Culture Practicum**

Practicum is also required. If you contract for an A in the course, you must attend all 6 practicum sessions. However, if an extenuating circumstance arrives, you may make up one session if you proactively & independently find a make-up time and location.

Penalty: Aside from the one possible make-up session, your grade for the entire class will automatically drop .5 for each practicum session you miss. So, if you miss two practicum sessions, your grade will drop by 1.0, and so on.

### **Assessments:**

#### **1. Classroom Culture Field Journal**

Course learning outcomes #1-3 will primarily be assessed through this assignment. First, you will create an electronic classroom culture field journal. Then, for each practicum experience, you will record detailed observational field notes and evaluate your notes based upon 1-2 assigned elements from the Culturally Responsive Instruction Observation Protocol (CRIOP) that align with our weekly focus. During the first week, we will practice this process in class and together. A field note template, the CRIOP, and specific prompts based on the purpose of each weekly focus are provided in canvas.

Penalty: If your work is submitted late and/or you miss more than one entry throughout the block, your grade for this assessment will automatically drop by .5. So, if your work is late twice or incomplete twice, your grade will drop by 1.0, and so on.

## 2. Contracts with Self-Evaluations

Course learning outcome #4 and Education Department outcome #1 will partially be assessed through the self-evaluations. Moreover, this is your opportunity to set individual learning goals, self-reflect, self-assess, and track your progress over the course. You will complete a contract and beginning-of-course self-evaluation during week 1 of the course, a brief mid-block reflection at the end of week 2, and an end-of-course self-evaluation during week 4. Additionally, each assignment requires a brief self-assessment. I will also provide office hours dedicated to discussing these items. Templates are provided in canvas.

## 3. Liberatory Classroom Culture: Collaborative Peer-Facilitated Lesson

Course learning outcomes #3-4 and Education Department outcome # 1 will be partially assessed through this team assignment. First, you will be divided into one of six topical groups related to contemporary classroom culture considerations: politics, safety, race, gender & sex, climate, or culture. After reading your assigned section of the Delpit text, each team will determine one chapter to assign as homework for your peers in preparation for your lesson. Next, your team will design and deliver a 45-minute lesson on your topic to our class. Your lesson should reflect one of the educational theories studied in class, an engaging pedagogical approach, and answer the following essential question: How can embracing [your assigned current issue] in the K-12 classroom foster a liberatory learning environment? After your lesson delivery, you will receive constructive feedback from your audience. Then, you and your teammates will be responsible for assessing this assignment's quality and the final score—in other words, you will collectively determine your final grade. Assignment criteria are provided in canvas.

## 4. Annotated Bibliography

Education department learning outcome #1 will be assessed through this assignment. This assignment will also inform the other course outcomes. For this assignment, you will independently research and closely read three (*six if you are an ED 510 MAT student*) contemporary (in the last 5 years) empirical articles related to classroom culture. Aside from a focus on classroom culture, you may choose any sub-topic of your liking (ex: culturally sustaining pedagogies, inclusion, restorative practices, trauma-informed practices, etc.). Then, you will write and share a 3/4~1-page annotated bibliography for each article via a class google doc. Finally, we will discuss your articles in class. Examples and criteria will be provided in canvas.

## 5. Course Final: Liberatory Classroom Culture Project or Oral Exam

You have 2 options for the course final. Each option serves as a cumulative assessment of all course learning outcomes.

**Option #1: Self-designed Liberatory Classroom Project:** If you choose this option, you must submit a written proposal to me by the end of week 2. The proposal should include a specific project topic (tied to classroom culture), modality (ex: digital story, vlog, oral presentation, movie trailer, scholarly or creative paper, and more!), proposed assessment criteria, and clear articulation as to *how* your final product will demonstrate

your understanding of course learning outcomes. We will negotiate the final terms of this project. You may choose to complete the project alone or with one other classmate. The final project is due in canvas by 12:00 pm on the last day of the block.

**Option #2: Group Oral Exam:** Oral exams will take place the second to last morning of the block in groups of 3-4. The exam's content will be based on course readings, in-class discussions and activities, and practicum experiences. You will be provided a list of potential oral exam questions one week before the exam. During the exam, I will randomly choose test questions from the provided list, so you and your team should be prepared to answer all potential questions thoroughly. In addition, you can choose a group grade or individual grades, which you will communicate to me before the exam date.

**Penalty for all assessments:**

1. Late work: You are allotted two “late passes,” meaning that you can submit 2 assignments up to three days after the due date- no questions asked. Beyond these 2 late passes, if any portion of your assigned work is submitted late, your grade for that assessment will automatically drop by .5. So, if your work is late twice or incomplete twice, your grade will drop by 1.0, and so on. Please indicate when you submit the assignment in canvas that you are using a late pass.
2. Quality of work: Finalized work must demonstrate understanding at an excellent-competent level to be considered to sufficiently meet learning outcomes and contractual obligations. You will have one opportunity to revise and resubmit most work based on professor/TA feedback. If a finalized assignment fails to meet quality criteria, your grade for that specific assessment will automatically drop by 1.0. So, if you have two final assignments that do not meet the minimum criteria, your grade will drop by 2.0, and so on.

**Contract for an A range grade:**

By signing this contract for an A-range grade in this class, you will agree to all the terms above. All submitted work will be at an Excellent-Competent level of quality.

**Contract for a B range grade:**

To fulfill a contract for a B range grade, you will complete assessments # 1-4 above at a Competent level. You will not miss more than two classes and one practicum. If you do, you understand that your grade for the entire class will drop by .5 for each absence beyond that.

**Contract for a C range/S grade:**

To fulfill a contract for a C range grade, you will complete assessments # 1, 2, and either #3 or # 4 at a Competent level. You will commit to # 3 or #4 by day 2 of the block. You will not miss more than three classes and two practicums. You understand that your grade for the entire class will drop by .5 for each absence beyond that.

**D (CR) and F (NC) Grades**

I reserve the right to award a D or F grade to anyone who fails to meet a contractual obligation systematically. A D denotes some minimal fulfillment of the contract. An F is the absence of enough satisfactory work, as contracted, to warrant passing the course. Both D and F denote a breakdown of the contractual relationship.



## IP or IC Grades

An IP or IC will only be recorded in extenuating circumstances with proper documentation and at least 70% of your contracted assignments completed by the end of the block.

### Tentative Course Schedule:

Please keep in mind that our syllabus is a living document. Changes are likely to occur based on collective needs & pacing. On the rare occasion, an assignment due date is adjusted, it will never be due earlier than indicated on the assignment. **You are responsible for checking & refreshing canvas daily for the most up-to-date information**

<u>Date</u>	<u>Topics</u>	<u>Homework</u>
2/27	Course Overview Community Building <a href="#">Course Logistics Module<sup>2</sup></a>	
2/28	Social Systems & Classroom Culture <a href="#">Contract #1</a>	Delpit intro. Anyon, pp. 67-92 Brint, pp. 1-31
3/1	Practicum Day 1: Locations vary <sup>3</sup>	Haslam, pp. 24-26 Afolter et al., pp. 26-34 Start Annotated Bibliography
3/2	Practicum Day 2	Fishman, pp. 46-49 Barni et al., pp. 1-4
3/3	Discerning Classroom Culture <a href="#">Field Journal #1</a>	Wong, pp. 2-14 Theobald et al., pp. 123-148 Pierson & Brown TED talks (canvas)
3/6	Practicum Day 3	Delpit (see canvas)
3/7	Practicum Day 4 <a href="#">Field Journal #2</a>	Delpit (see canvas)
3/8	Class Convergence In McHugh Commons with ED 200 & Dr. Paul Gorski <a href="#">Annotated Bibliography</a>	Gorski jigsaw (see canvas)

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<sup>2</sup> [Indicates an assignment due](#)

<sup>3</sup> Please note that exact times will vary due to each schools' specific hours, all practicums will occur in the morning, but most days will take around 4 hours.

3/9	Theories of Curriculum	Shiro, pp. 1-13 Learning Theories Primer, pp. 1-27
3/10	Critical Race Theory & Education Policy <a href="#">Delpit chapter assignments</a>	Ladson-Billings & Tate pp. 47-68 Gorski, pp. 1-2
3/13	Liberatory Classroom Culture <a href="#">Team Lessons</a> <a href="#">Midterm Contract</a>	Delpit (peer assigned)
3/14	Liberatory Classroom Culture <a href="#">Team Lessons, cont.</a>	Delpit (peer assigned)
3/16	Practicum Day 5	Work on Final
3/17	Practicum Day 6	Work on Final
3/18	COVID-19 & Classroom Culture <a href="#">Field Journal #3</a>	Remaking Schools in COVID webinar Dunkin-Andrade, pp. 181-194
3/20	Workday	Samuels, pp. 22-30
3/21	<a href="#">Course Final</a> <a href="#">Final Contract Self-Evaluation</a>	
3/22	Wellness Day!	

*In order to teach you, I must know you...*

Lisa Delpit, *Other People's Children*