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**Christine Kline**

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**From:** Amy Elizabeth Ryken  
**Sent:** Thursday, February 19, 2009 5:23 PM  
**To:** Adrian A Dowst; Amy Elizabeth Ryken; Ashley C Wearly; Bryce Stillman; Brycen W Bye; Charlie S Kroiss; Daryl J Wythe; Emily J Abbott; Emma R Britton; Erin K McCoy; Jeananne S Kronos; Joscelyn R Barden; Justin J Gorman; Kainoa S Higgins; Kelsey L Wells; Laura J Casperson; Matt E Lonsdale; Matt T Witek; Matt W Gylling; Maureen A Reiser; Michael W Flaherty; Natasha Z Johnson; Shea J Judd-Hume; Stu S Moore; Sydnee A Stoyles; Tess M Nix; Wren D Williams; Abby L Hakanson - ahakanson; Amy Elizabeth Ryken; Anne V Grey; Breanna L Adams; Chelsey R Hawes; chelsey.laymon@gmail.com; Christine Kline; Erin E Watt; gab247@hotmail.com; Gabrielle M Johnston; Jeena M Titus; Jeena Titus - jmtitus - external address; Jessica L Hill; Jill A Lyon; Jill Lyon - jlyon - external address; Lauren K O'Connor; Nellie J Suthers; nellie.suthers@gmail.com; Nicole L Merzel - nmerzel; Patric M Godderis; Rayann M Silva; Rhiannon J Ennen; Rosetta R Brown  
**Cc:** Heather A Jaasko-Fisher; Barbara A Holme; Jennice L King; John P Woodward; Pat J Krueger  
**Subject:** notes from Tuesday workshop  
**Attachments:** notescommunitiesworkshop.doc

Greetings!

Thank you for your thoughtful work on Tuesday. Attached are the notes from our Communities in and Beyond the Classroom workshop. As I reflect on the session I'm thinking about a tension we face in teaching—having a prescribed role to foster the intellectual development of students and the desire to create connections with students and amongst students. The quotes below remind me of the very real challenges of this work:

"I am reading the same child once, twice, three and ten times, and after all that I still know only very little, for a child is a vast, wide world" Korczak, 2005

"Effective teachers feel the role deeply and express it naturally, without affectation or artifice. Like the best method actors, they plunge into the role, drawing on their own emotional life for inspiration and example, and then construct a persona that is an authentic expression of real feeling, even though this feeling is brought to bear on a role that is consciously constructed to serve a particular purpose—to promote learning in the classroom". Labaree, 2004

There are many ideas in the attached notes about how to work toward our goals.

Amy

**Amy E. Ryken, Ph.D.**

Associate Professor

School of Education

University of Puget Sound

1500 North Warner #1051

Tacoma, WA 98416-1051

aryken@ups.edu

[www2.ups.edu/faculty/aryken](http://www2.ups.edu/faculty/aryken)

(253) 879-2810 (phone)

(253) 879-3926 (fax)

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**Defining Caring**

- meeting a child where they are, finding workable solutions to support student success, not forcing student to relinquish their culture
- listening, responding, remembering (to give student voice in the classroom)
- appreciating differences and still having high standards for all students
- safely developing third space
- sensitivity to cultural backgrounds
- remembering that students needs go beyond academics
- encouraging a child's individuality and helping them learn the secondary culture of school
- being genuinely interested in the individual students and being able to follow through and apply that to your classroom
- genuine interest in students and flexibility in how you structure delivering your subject (e.g., creating ways to allow homeless students to participate in class)
- high unrelenting expectations while also being open to every person's experiences.

Community in the Classroom	Community Beyond the Classroom	Questions
<p>Group appreciations and suggestions</p> <p>Self-Evals</p> <p>Making students responsible for actions</p> <p>Explaining rubrics/grades</p> <p>Student input for classroom rules</p>	<p>Connected to mass culture</p> <p>Culture show and tell</p> <p>Letters to parents</p> <p>Open prompt student writing</p>	<p>How do you teach culture AND standards (especially in math!)?</p> <p>How do we relate to 120 students when we only see them 50-80 mins a day?</p>
<p>Icebreakers</p> <p>Teamwork activities</p> <p>Seating arrangement and manipulation</p> <p>Talk about school events</p> <p>Opportunity for student announcements</p>	<p>Attending/participating in school events</p> <p>Communication with parents</p> <p>Assignments that take kids beyond classroom/books</p>	<p>What to do if students have no formal interests or don't want to communicate their interests to you?</p> <p>What to do if parents are unresponsive?</p> <p>How to tie rather "non-academic" (e.g. church groups) into classroom?</p>

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<p><u>Teacher &amp; Student</u> Have on-on-one conversations</p> <p>Find out about extracurricular interests (athletics)</p> <p>Dispositions</p> <p>Share some of my life/stories</p> <p><u>Student &amp; Student</u> Learn names</p> <p>Mix-up Groupings</p> <p>Share finished and in-process assignments</p> <p>Structure curriculum to issue relevant to immediate classroom environment (e.g. lynching -&gt; bullying)</p>	<p>Going to student activities like sports, performances, etc</p> <p>Acknowledge student achievement that goes beyond academics (e.g. award in 4H – winning boxing competition)</p> <p>Communicate with parents in positive ways— don't just call when a student does poorly or misbehaves</p> <p>Explore student music</p> <p>Ask students about their weekend</p> <p>Bring in pieces of culture to share and let them bring artifacts to share with the class as well</p> <p>Ask students about what events are happening</p>	
<p>Democratic – changing pre-existing structure?</p> <p>Math – Social Studies – History</p> <p>Give lesson</p> <p>Share story &amp; artifacts</p> <p>Debrief</p>	<p>Democratic – are there rules at home? Are they consistent with school?</p> <p>Have students interview community</p>	

<p>Students identify expectations for their own behavior “What does the line look like that we want?”</p> <p>Teacher acknowledges disrespect in the classroom –disrespect fines, behavior points, talking, etc</p> <p>Introducing different cultures &amp; perspectives in the classroom</p> <p>Kids write letters to each other / letters to teacher</p> <p>Interview kids</p>	<p>Newsletters home</p> <p>Positive phone calls home to parents</p> <p>Inviting parents into the classroom to help</p> <p>Family classes offered – pottery, dance, etc</p> <p>Field trips</p> <p>Career fair – parents come to class to be interviewed (soldiers)</p> <p>Student of month—parents expected to come</p>	
<p>Names</p> <p>Awards/consequences</p> <p>Change</p> <p>Music</p> <p>Participate/legitimate other interests of the students</p> <p>Teachable/social moments</p> <p>In their language</p>	<p>Connection to community – HC</p> <p>Awards/consequences</p> <p>Identifying/discussing community landmarks/events – HC</p> <p>Sports, etc</p> <p>Visiting at jobs/seeing teachers in the real world</p>	<p>How do you foster community in changing subjects areas? (it depends)</p> <p>Does it matter if the community does NOT relate to the subject?</p> <p>How do I relate to a gendered class?</p> <p>How much info is TOO MUCH? Shower?</p>
<p>Get-to-know-you-games</p> <p>Student input in classroom rules</p> <p>Allowing students to choose their own seats (within limits)</p> <p>Student input in classroom arrangement</p>	<p>Connecting teaching to student lives</p> <ul style="list-style-type: none"> <li>-Teaching about today’s economy when learning about the Great Depression</li> <li>-What kind of math do the students’ parents use at home</li> </ul> <p>Attend sporting events/theater/concerts</p> <p>Talk to parents when students are doing well</p>	<p>What does community building in a classroom look like?</p> <p>How do you scaffold community building in a classroom?</p> <p>How do you make time for community building in and out of the classroom?</p>

Teacher chosen groups for instruction		What to do about "checked out" parents? Student buy-in? Motivating students?
<p>Safe place to contribute</p> <p>Equal distribution of talk time</p> <p>Everyone knows everyone's names</p> <p>Everyone gets to work with everyone</p> <p>Find something positive, constructive feedback</p> <p>Clear expectations</p> <p>Tribes activities</p> <p>Clear expectations</p> <p>Consistency</p> <p>Assignments that relate to environment/culture of students</p> <p>Make sure students understand WHY</p>	<p>Guest speakers – construction manager for building the school</p> <p>Use community resources – museums, libraries, universities, work places, parks, community centers</p> <p>Culturally relevant – Malcom X, drawing in personal experience</p> <p>Parent involvement</p> <p>Have an adult be involved in HW</p> <p>Make sure parents are in the loop (i.e. phone, in person, e-mail)</p> <p>Activities that bring the real world into the classroom (i.e. steps to success)</p> <p>Step OUTSIDE the classroom</p> <p>Tell parents why their student's assignments are important</p> <p>ELL: have students or family member teach class some of their language</p> <p>Have student bring an item that represents their culture to share w/ class</p> <p>Newsletter home to explain weeks math work</p>	
<p>KWL (know what you are going to do with this information)</p> <p>Tribes</p> <p>Building own classroom –they own it, they created it, they're responsible for it</p> <p>Relationship building activities</p>		