

Workshop Title: (limit to 4 words) The Ten Minute Inservice book study

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Workshop Description (Proofread carefully. For courses offered to the general public, this will appear on the USF Web Site):

In their book "The Ten-Minute Inservice", Todd Whitaker and Annette Breaux show you how to enhance both teaching and learning in the most efficient and effective way possible. This book contains 40 high-impact activities that cover a range of topics, from handling challenging behavior and motivating students to engaging parents and making lessons meaningful. Each section also includes helpful tips on how to introduce that topic, sample scripts to follow, and implementation activities to ensure the lessons learned really stick. Also included is free access to downloadable PDFs and PowerPoint slide of key material from the book to make your presentations even more effective. This course will focus on adapting the concepts and activities to enhance the learning and meet the needs of your own students.

Workshop Objectives:

Participants will...

- ...learn 8 activities to improve classroom management; including securing students' attention, establishing procedures, addressing misbehavior, and defusing anger.
- ...discuss 8 effective teaching practices while focusing on enthusiasm, coaching, and meaningfulness.
- ...collaborate with others to determine ways to make learning fun.
- ...learn 8 ways to improve school climate; including involving parents, greeting students, appreciating students, and dealing with negativity.
- ...collaborate with others to determine reasons to be proud of our schools.
- ...discuss 5 strategic plans to learn from others.
- ...define and consider 10 attributes of a great teacher.

Participants will be required to:

+read *The Ten-Minute Inservice* by Todd Whitaker and Annette Breaux (208 pages)

+take five content quizzes.

Quizzes are designed to ensure comprehension of the book's content and will be delivered through Quia. Participants must score an 80% or higher on each quiz. Participants will receive only 2 attempts. Feedback after the first attempt will include which questions were answered correctly or incorrectly. At no time are participants able to see the correct answers.

Quizzes will count as 1/3 of the final course grade.

+view four instructional videos.

+contribute substantive responses to nine moderated online discussions.

Discussion prompts will be posted on Transform Your Classroom's Blogger space. Five of the discussions will be directly related to the content of the book. Four of the discussions will be directly related to the instructional videos. Participants will be required to make at least one post in response to each of the nine discussion prompts. Participants are also required to respond to at least one other post in each of the nine discussion forums. Contributions will be evaluated using the attached rubric.

Contributions will count as 1/3 of the final course grade.

+complete a capstone project.

Participants can choose between two options for their capstone project. Projects will be evaluated using the attached rubrics.

Projects will count as 1/3 of the final course grade.

Option #1 Participants will apply their learning by selecting one strategy or concept from the course to implement within their professional practice. Using a Google Form, participants will clearly articulate the what, how, and why of their implementation and submit evidence in the form of either 5 photos or a 2-minute video documenting this implementation. Participants will also complete a reflective narrative (250-word minimum) analyzing the impact on student learning.

Option #2 Participants will synthesize their learning by creating a digital poster (using Canva, Piktochart, Adobe Express, etc.) which highlights their *Top Ten Takeaways*. These *Top Ten Takeaways* must be clearly and strongly tied to the participant's professional practice. This culminating artifact will be shared with instructors and fellow *Transform Your Classroom* participants during a structured exit interview. Exit interviews are held via Zoom every Wednesday from 8:00–8:45 p.m. Periodically, participants may also elect to complete this requirement through a face-to-face, pop-up interview, offered at select locations, dates, and times.

Blog Post & Discussion Rubric	Blog Post Assignment	Analysis of Content and Response	Reflection on Practice	Application to Students/Staff	Writing Quality
4 – Exemplary	Fully addresses all parts of the prompt; demonstrates clear evidence of required reading or viewing of video	Deep, insightful analysis of others' posts; Responses to others are meaningful	Thoughtful reflection; demonstrates meaningful impact on professional practice	Specific, practical, and actionable application to students or staff	Well-organized, coherent, polished writing
3 – Proficient	Responds to most parts of the prompt; contains evidence of required reading or viewing of video	Thoughtful analysis; Responses lack depth	Reflection included; some details may be general	Application to students/staff present but may be general	Clear and organized writing with minor errors
2 – Developing	Responds to some parts of the prompt; evidence of required reading or viewing of video is lacking	Superficial analysis; Responses are generalized	Limited reflection; may lack depth or relevance	Minimal or vague application	Writing may lack clarity or organization
1 – Beginning	Responds to the prompt; evidence of required reading or view of video is not apparent	Analysis & Responses are minimal	Reflection is very limited or irrelevant	No meaningful application	Unclear or disorganized writing
0 – Insufficient	Did not respond to the prompt	No analysis of or response to others' posts	No reflection	No application	Incoherent writing

Option #1 Classroom Application			
	Planning	Implementation	Reflection
4 – Exemplary	Plan is thorough, intentional, and clearly aligned to student needs, standards, and learning goals. Anticipates challenges and includes meaningful assessment.	Strategy/activity is implemented with high fidelity and adaptability; instruction is engaging, effective, and responsive to students.	Reflection is deep and insightful; clearly analyzes impact on student learning and identifies specific next steps.
3 – Proficient	Plan is clear and aligned to learning goals and student needs with appropriate assessments.	Strategy/activity is implemented as planned and supports student learning.	Reflection clearly describes outcomes and identifies general strengths and areas for improvement.
2 – Developing	Plan shows basic alignment to goals but lacks detail or consideration of student needs or assessment.	Strategy/activity is partially implemented or inconsistently applied.	Reflection describes the experience with limited analysis of student impact.
1 – Beginning	Plan is incomplete, unclear, or loosely connected to learning goals.	Strategy/activity is minimally implemented with limited impact on student learning.	Reflection is brief or superficial with little connection to student learning.
0 – Insufficient	Little to no evidence of planning or alignment to learning goals.	Strategy/activity is not implemented or is ineffective.	Reflection is missing or does not address the activity or student outcomes.

Option #2 Top Ten Takeaways & Zoom			
	Poster	Presentation	Discussion
4 – Exemplary	The poster is digitally created and is visually appealing. All ten takeaways are clearly tied to the participant's professional practice. All ten takeaways are thoughtfully explained, and accurately reflect key ideas from the course. Layout, images, fonts, and colors enhance understanding. There are no grammatical, spelling, or punctuation errors. The poster demonstrates exceptional effort and attention to detail.	Attends the full Zoom session and presents the poster clearly and confidently. Explains all ten takeaways accurately.	Actively engages in discussion by responding to and commenting on others' posters.
3 – Proficient	The poster is digitally created. All ten takeaways are present and accurately represent course content; but all ten may not have strong ties to the participant's professional practice. Organization and design support readability. There are few or no minor grammatical errors, and meaning is clear.	Attends the full Zoom session and presents the poster clearly. Explains the main takeaways.	Participates in discussion when prompted. Communication is clear and on-task.
2 – Developing	The poster is digitally created but lacks visual consistency or clarity. Fewer than ten takeaways may be present, or some are vague or only partially connected to course content and professional practice. Design elements may distract from readability. Several grammatical or spelling errors are present.	Attends most of the Zoom session and presents the poster with limited clarity. Explanation of takeaways is incomplete or vague.	Participates in discussion only when prompted.
1 – Beginning	The poster shows minimal effort or is poorly designed. Takeaways are incomplete, unclear, or inaccurately represent course content or professional practice. Visual layout makes the poster difficult to read. Frequent grammatical or spelling errors interfere with understanding.	Attends only part of the Zoom session or has difficulty presenting the poster. Explanations are unclear or very limited.	Participation in discussion is limited.
0 – Insufficient	The poster is not submitted, not digitally created, or shows little to no evidence of the required takeaways. Content is largely missing or unrelated to the course, and/or errors severely impact readability.	Does not attend the Zoom session.	Does not participate in discussion.

WORKSHOP OUTLINE

Date	Time (identify all break times)	Topic (Provide details regarding methodology for presentation of each topic.)	Instructors
Self-Paced Course			
	2.25 hours	Read pages vii-40	
		Complete Quiz 1	
		Respond to Blog Post 1	
	0.5 hour	View Video 1	
		Respond to Blog Post 2	
	2.25 hours	Read pages 41-76	
		Complete Quiz 2	
		Respond to Blog Post 3	
	0.5 hour	View Video 2	
		Respond to Blog Post 4	
	2.25 hours	Read pages 77-118	
		Complete Quiz 3	
		Respond to Blog Post 5	
	0.5 hour	View Video 3	
		Respond to Blog Post 6	
	2.25 hours	Read pages 119-144	
		Complete Quiz 4	
		Respond to Blog Post 7	
	0.5 hour	View Video 4	
		Respond to Blog Post 8	
	2.25 hours	Read pages 145-193	
		Complete Quiz 5	
		Respond to Blog Post 9	
	1.75 hours	Capstone Project	
Total Time (excluding breaks)	15	Total workshop time must include a minimum of 15 contact hours for each hour of college credit.	

