

SYLLABUS FORM

Workshop Title: (limit to 4 words) What Schools Could Be book study

Instructor(s) Lindsey Brewer & Lori Keleher

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

"What School Could Be offers an inspiring vision of what our teachers and students can accomplish if trusted with the challenge of developing the skills and ways of thinking needed to thrive in a world of dizzying technological change. Innovation expert Ted Dintersmith took an unprecedented trip across America, visiting all fifty states in a single school year. All across the country, he met teachers in ordinary settings doing extraordinary things, creating innovative classrooms where children learn deeply and joyously as they gain purpose, agency, essential skill sets and mindsets, and real knowledge. Together, these new ways of teaching and learning offer a vision of what school could be – and a model for transforming school throughout the United States and beyond. Better yet, parents and teachers don't have to wait for the revolution to come from above. They can readily implement small changes that can make a big difference."

Workshop Objectives: Participants will...

*read about schools, administrators, teachers, and students in public schools throughout the United States and compare & contrast Dintersmith's findings to their experience in their own classroom and school.

*be encouraged to innovate as they determine what life skills their students need and how they can better develop these in their students.

*examine the findings of research on great teaching and reflect on their own strengths and weaknesses as teachers.

*find inspiration in the pages of this book and included TED talks and write about how these ideas will be applied in their own practice.

Evaluation Criteria: (Include brief description of required assignments and evaluation methodology.)

To earn credit for this course, participants will...

*complete 5 quizzes at www.quia.com over pages of the text with an average score of 60% or higher.

Quiz 1: Chapters 1 & 2; Quiz 2: Chapters 3 & 4; Quiz 3: Chapters 5 & 6; Quiz 4: Chapters 7 & 8; Quiz 5: Chapters 9 & 10

*respond to all 9 blog posts at www.TransformYourClassroom.net that correspond to the text and the TED talks.

Blog Post 1: Conventional Schools & Their Contexts: Ted Dintersmith observes, "Some encourage their schools to innovate; others push for better numbers (e.g. test scores, graduation rates, attendance)." What is your school's focus this year? Do you feel encouraged to innovate?

Do you feel pressured for better numbers (e.g. enrollment, passing grades, test scores, graduation rates, attendance)?

How does your school's focus and this encouragement or pressure affect what you do day-to-day in your own classroom?

Blog Post 2: Ted Dintersmith, in his TED Talk "Prepare Our Kids For Life, Not Standardized Tests", shares what he considers to be important life skills. List what you consider to be 3 important life skills that your school is good at teaching. Then, list 3 more important life skills that you wish you had more time to work on with your students. Of the 3 life skills on your wish list, choose one and discuss, specifically, what you could do to better prepare your students in this area.

Blog Post 3: Prepared For What: Ted Dintersmith warns about policymakers who say, "We have to be able to measure it." What goals do you have for your students that can't be measured? What goals do you have for your students that can be measured? Which set of goals do you spend more time on in the classroom? Which set of goals are most important for their future?

Blog Post 4: Nick Fuhrman, in his TED talk "The One Thing All Great Teachers Do", mentions several qualities of a great teacher. Choose one of these traits and write specifically about what you can do to develop this quality in yourself. Who is the greatest teacher you've ever had? Did they have this quality? What made this teacher great in your eyes?

Blog Post 5: Social Equity: In this chapter, the author writes about observations made and issues raised during his visit to schools in 7 U.S. cities. Choose one of these 7 cities and share your thoughts about the observations made or your position on the issues raised.

Blog Post 6: Nikki Adeli, in her TED talk "What Standardized Tests Don't Measure" questions the purpose of standardized testing. If you were the one in charge of standardized testing in your state and free to ignore current state, national, and collegiate requirements, what tests would you require of K-12 students? Please state the reasons you would require these tests. Or, if you decided to eliminate standardized testing altogether, please describe what assessments of learning you would implement in its place. In what ways can you meet Nikki Adeli's call to action...how can you, your school, and your community invest in your present students?

Blog Post 7: Human Potential: In this chapter, the author writes about observations made and issues raised during his visit to schools in 7 states. Choose one of these 7 states and share your thoughts about the observations made or your position on the issues raised.

Blog Post 8: David Weston, in his TED talk "Unleashing Greatness In Teachers", shares the ingredients that make great teachers. Of the four main ingredients described, which is your strength? How? Why? And, which is your weakness? What can you do to strengthen this weakness? Has the mandatory professional development that you have participated in recently made you a better teacher? How? Or, why not? Has the professional development that you have sought out on your own made you a better teacher? How? Or, why not?

Blog Post 9: Doing Better Things: Choose either a quote or a story from this chapter that inspired you to do better things.

WORKSHOP OUTLINE

Date	Time (identify all break times)	Topic (Provide details regarding methodology for presentation of each topic.)	Instructors
Self-Paced Course		Chapters listed below are from the required text:	
Spring 2019		What Schools Could Be by Ted Dintersmith	
Summer 2019			
Fall 2019			
	2 hours	Read Chapters 1 & 2 pages 1-43	
		Complete the Chapters 1 & 2 quiz at quia.com	
		Respond to Blog Post #1 at TransformYourClassroom.net	
	1.25 hours	View "Prepare Our Kids For Life, Not Standardized Tests	
		Respond to Blog Post #2 at TransformYourClassroom.net	
	2 hours	Read Chapters 3 & 4, pages 44-96	
		Complete the Chapters 3 & 4 quiz at quia.com	
		Respond to Blog Post #3 at TransformYourClassroom.net	
	1.25 hours	View "The One Thing All Great Teachers Do"	
		Respond to Blog Post #4 at TransformYourClassroom.net	
	2 hours	Read Chapters 5 & 6 pages 97-125	
		Complete the Chapters 5 & 6 quiz at quia.com	
		Respond to Blog Post #5 at TransformYourClassroom.net	
	1.25 hours	View "What Standardized Tests Don't Measure"	
		Respond to Blog Post #6 at TransformYourClassroom.net	
	2 hours	Read Chapters 7 & 8 pages 126-167	
		Complete the Chapters 7 & 8 quiz at quia.com	
		Respond to Blog Post #7 at TransformYourClassroom.net	
	1.25 hours	View "Unleashing Greatness In Teachers"	
		Respond to Blog Post #8 at TransformYourClassroom.net	
	2 hours	Read Chapters 9 & 10 pages 168-220	
		Complete the Chapter 9 & 10 quiz at quia.com	
		Respond to Blog Post #9 at TransformYourClassroom.net	
Total Time (including breaks)	15		
Total Time (excluding breaks)	15	Total workshop time must include a minimum of 15 contact hours for each hour of college credit.	