

SYLLABUS FORM

Workshop Title: (limit to 4 words) Cult of Pedagogy podcast exploration

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Workshop Description:

Explore innovative ideas and practical strategies through a podcast exploration of *Cult of Pedagogy*, hosted by Jennifer Gonzalez. Participants will discover fresh approaches to classroom management, student behavior, and self-management; explore instructional practices that promote deeper thinking and meaningful learning; and examine alternative approaches to grading and assessment. They will also investigate emerging educational technology tools and discover ways educators are building connections, celebrating one another, embracing popular trends, and reimagining what school can be. Throughout the experience, participants will reflect on their own practice, identify strategies that align with their students' needs, and develop an actionable plan for bringing new ideas into their classrooms.

Workshop Objectives (What should participants know or be able to do upon completion of this workshop?)

Participants will...

*learn about a variety of management strategies that apply to classroom management, behavior management, and self-management. Participants will choose 5 strategies that would make a difference in their classroom and make a plan for implementation.

*analyze a variety of instructional strategies that encourage deeper learning through "Thinking Classrooms" and "Real Talk" and describe how these strategies can be used with their own students.

*examine the movement to eliminate traditional grades. See how a no-grade class works and consider if this could work in your school.

*discover 8 new educational technology tools and choose 3 to implement with your own students.

*learn about ways other educators are lifting one another up, connecting to popular trends, and reimagining school.

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

Participants will be required to:

+listen to 12 podcast episodes, divided into 3 focuses.

Focus #1: Management

*Episode 218 ~ How to Help Students Without Being a Savior

*Episode 215 ~ 17 Tweaks that Make a Big Difference in Group Work

*Episode 214 ~ Nothing's Going To Change My Mind: How Unconditional Positive Regard Transforms Classrooms

*Episode 209 ~ Unpacking Trauma-Informed Teaching

Focus #2: Instruction

*Episode 208 ~ What is the Secret Sauce for Deeper Learning?

*Episode 206 ~ The Thinking Classroom

*Episode 204 ~ Authentic Group Discussions with the Real Talk Strategy

*Episode 013 ~ Could You Teach Without Grades?

Focus #3: Inspiration

*Episode 219 ~ 8 Ed Tech Tools To Try

*Episode 216 ~ Your Teachers Need A Win

*Episode 169 ~ Revolution School: When 'Reimagining School' Actually Happens

*Episode 029 ~ Four Things I've Learned about Teaching from CrossFit

+create 3 Notes documents. The course is divided into 3 focus areas. For each focus, participants create one Notes document. These notes must be presented in one of the following formats, as illustrated in the links provided at the start of the course: a SketchNote, a Mind Map, or a One-Pager. Each Notes document must be posted to the corresponding TyC Padlet page for discussion and assessment.

Notes posted on Padlet will count as 1/3 of the final course grade.

+complete an essay exam. The exam consists of 12 questions – one per episode. Exam questions prompt participants to relate episode content to their professional practice.

The Essay Exam will count as 1/3 of the final course grade

+complete a capstone project.

Participants can choose between two options for their capstone project.

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.

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

Padlet Notes, the Essay Exam, and the Capstone Project will be evaluated using the following rubrics.

Padlet Notes Rubric	Listening & Comprehension	Application to Students/Staff	Writing Quality
4 – Exemplary	Demonstrates clear evidence of attentive listening to all podcast episodes in the focus	Notes include specific, practical, and actionable application to their own work with students or staff	Notes are well-organized & coherent
3 – Proficient	Demonstrate evidence of listening to all episodes, but some key ideas are missed	Notes include application to students/staff present but may be general	Clear and organized writing with minor errors
2 – Developing	Evidence of listening comprehension is partial	Minimal or vague application	Writing may lack clarity or organization
1 – Beginning	Many parts are incomplete or off-topic	No meaningful application	Unclear or disorganized writing
0 – Insufficient	Evidence of listening comprehension does not exist.	No application	Incoherent or missing writing

Essay Exam Rubric	Listening & Comprehension	Analysis of Content	Reflection on Practice	Application to Students/Staff	Writing Quality
4 – Exemplary	Fully addresses all prompts; demonstrates clear evidence of attentive listening	Deep, insightful analysis; shows clear understanding of key concepts	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 prompts; evidence of listening comprehension is clear	Meaningful analysis; minor depth gaps	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 prompts; listening comprehension is partial	Basic or superficial analysis	Limited reflection; may lack depth or relevance	Minimal or vague application	Writing may lack clarity or organization
1 – Beginning	Responds to few prompts; many parts incomplete or off-topic	Analysis is minimal or absent	Reflection is very limited or irrelevant	No meaningful application	Unclear or disorganized writing
0 – Insufficient	Responds to almost none of the prompts; no evidence of listening	No analysis	No reflection	No application	Incoherent or missing writing

Option #1 Classroom Application	Planning	Implementation	Reflection
	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.
	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.
	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.
	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.
	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.)
Self-paced On-line	<u>0.5 hour</u>	Course Introduction
	<u>4 hours</u>	Focus #1 Episodes & Padlet Notes
	4 hours	Focus #2 Episodes & Padlet Notes
	4 hours	Focus #3 Episodes & Padlet Notes
	1 hour	Essay Exam
	1.5 hours	Capstone Project
Total Time (including breaks)	<u>15 hours</u>	
Total Time (excluding breaks)	<u>15 hours</u>	Total workshop time must include a minimum of 15 contact hours for each hour of college credit.