

# SYLLABUS FORM

Workshop Title: (limit to 4 words)

Relentless 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):**

Hamish Brewer (aka the Tattooed Skateboarding Principal) grew up in a home disrupted by poverty, addiction, and family dysfunction. He understands the feelings of fear, lostness, and desperation that overwhelm too many children today — because that was his life. That experience is what drives him to work relentlessly to empower people living in the toughest areas to envision and create a better future for themselves.

Disrupt the norm. That is the challenge Hamish, a Nationally Distinguished Principal, calls educators, students, families and communities to accept. And as he authentically shares his life experiences and adventures in this book, you, too, will be inspired.

## Workshop Objectives:

Participants will...

...examine the concept of love as it relates to relationships teachers have with students and their parents.

...consider 5 Lessons from the Fire Truck and how they apply to teaching practices.

...discern opportunities from obligations, as they apply to tasks of educators.

...analyze the truth and fallacies of current school improvement methods.

...compare and contrast the Fred Lynn Story to your experience as a teacher.

...have the opportunity to believe that something bigger and better is possible; pursue their best, whatever it takes; transform their school; become the educator they've always dreamed of being; and leave a legacy that pushes others to achieve their best.

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

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

\*complete 5 quizzes (online, using Quia). Quizzes will count for 50% of the final grade in the course.

Quiz 1: Chapters 1 & 2 + Life Doesn't Give You a Handout; Quiz 2: Chapters 3-4; Quiz 3: Chapters 5-6; Quiz 4: Chapters 7-8; Quiz 5: Chapters 9 & 10

\*respond to 10 blog posts (online, using Blogger) that correspond to the text and the TED talks. Blog Posts will count for the other 50% of the final grade.

Blog Post 1: The Great Ones Go One More Round: What does "one more round" mean to you?

What do you do (or could you do) to leave your school and those around you better than you found it/them?

Blog Post 2: Hamish Brewer, in his TED talk "How Radical Love Transformed A School" shares some of the dramatic changes he implemented to give hope back to a school and a school back to its community. Quote a line from this video and tell why these words of his resonate with you.

How does the quote you've chosen impact your teaching? What does the quote you've chosen inspire you to do?

Blog Post 3: Lesson from the Fire Truck: Choose one of the lessons from the fire service that apply to education and write about why this lesson is important for you, for your students, and/or for your colleagues.

Blog Post 4: Arel Moodie, in his TED talk "The Secret to Student Success", debunks several beliefs about what it takes to be successful.

Choose one point he makes that you could argue. Explain. Choose one point he makes that you definitely support. Explain.

Give specific examples from your experience, if possible.

Blog Post 5: Think Opportunity, Not Obligation: What is an instructional round? Describe the last time you learned something from a teacher in your building. How could instructional rounds improve teaching and learning at your school? Why may some teachers resist this process? How could such barriers be removed?

Blog Post 6: Julie Hasson, in her TED talk "The Teachers We Remember", states, "We don't remember being taught. We remember being transformed."

She discusses three main ways in which teachers help students change. Of these three ways, which are you most adept at? Explain.

Of these three ways, which do you need to improve upon? What are some concrete things you could do to improve in this area?

Blog Post 7: The Truth & The Fallacies of School Improvement: What are the three things you love most about your school?

What are the three things you would love to grow at your school? For each of the three things you would love to grow, identify at least one thing you can do to help that process along.

Blog Post 8: Hamish Brewer in "The Skater Principal Making Education Fun Again" gives us a glimpse into his schools, Occoquan Elementary and Fred Lynn Middle School. Discuss 3 things you saw in this video that you would like to see at your school.

Blog Post 9: After reviewing The Relentless, Tattooed, Skateboarding Principal's Bucket List (pages 209-213), share one page of your bucket list with all of us. Just like he did, include a few things you've already accomplished (crossed-out) and a few things you still want to accomplish.

Blog Post 10: Feedback: Share your thoughts about his course with us.

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:	
Summer 2019		Relentless by Hamish Brewer	
Fall 2019			
Spring 2020			
	2 hours	Read Life Doesn't Give You A Handout + Chapters 1 & 2 pages xv -40	
		Complete Quiz 1	
		Respond to Blog Post #1	
	1.25 hours	View Hamish Brewer's "How Radical Love Transformed A School"	
		Respond to Blog Post #2	
	2 hours	Read Chapters 3 & 4 pages 41-66	
		Complete Quiz 2	
		Respond to Blog Post #3	
	1.25 hours	View Arel Moodie's "The Secret To Student Success"	
		Respond to Blog Post #4	
	2 hours	Read Chapters 5 & 6 pages 67-114	
		Complete Quiz 3	
		Respond to Blog Post #5	
	1.25 hours	View Jullie Hasson's "The Teachers We Remember"	
		Respond to Blog Post #6	
	2 hours	Read Chapters 7 & 8 pages 115-180	
		Complete Quiz 4	
		Respond to Blog Post #7	
	1.25 hours	View Hamish Brewer's "The Skater Principal Making Education Fun Again"	
		Respond to Blog Post #8	
	2 hours	Read Chapters 9 & 10 pages 181-213	
		Complete Quiz 5	
		Respond to Blog Posts #9 & #10	
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.	