

SYLLABUS FORM

Workshop Title: *(limit to 4 words)* What School Could Be

Instructor(s) Lindsey Brewer & Lori Keleher ~ Transform Your Classroom

Workshop Description: 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. Dintersmith organizes his observations around what he calls the PEAK framework — Purpose, Essentials, Agency, and Knowledge — four cornerstones he found present wherever students were thriving. Participants will examine real classroom examples through this lens and consider how trusting students with meaningful work, rather than compliance-driven routines, can transform engagement and learning.

Course 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.)*

Participants will be required to:

+read Ted Dintersmith's What School Could Be (10 chapters, 272 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.

Selected videos are intended to extend and personalize the concepts explored in *Teach Like Finland*, offering real-world perspectives from educators and researchers on student well-being, belonging, and joyful classroom practice. Participants will view each video in full and reflect on its connection to their own teaching practice.

+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.

Rubrics

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
	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.)	Instructors
Self-Paced Course			
	2.25 hours	Read Chapters 1-2	
		Complete Quiz 1	
		Respond to Blog Post 1	
	0.5 hour	View Video 1	
		Respond to Blog Post 2	
	2.25 hours	Read Chapters 3-4	
		Complete Quiz 2	
		Respond to Blog Post 3	
	0.5 hour	View Video 2	
		Respond to Blog Post 4	
	2.25 hours	Read Chapters 5-6	
		Complete Quiz 3	
		Respond to Blog Post 5	
	0.5 hour	View Video 3	
		Respond to Blog Post 6	
	2.25 hours	Read Chapters 7-8	
		Complete Quiz 4	
		Respond to Blog Post 7	
	0.5 hour	View Video 4	
		Respond to Blog Post 8	
	2.25 hours	Read Chapters 9-10	
		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.	