

SYLLABUS FORM

Workshop Title: (limit to 4 words) Fewer Things Better

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

Workshop Description:

This course is designed around the book *Fewer Things Better: The Courage to Focus on What Matters Most* by Angela Watson. Like most teachers, you want to use your life to make an impact – not only in the classroom, but in your family, community, and the world. And yet it feels impossible to have that focus when you're exhausted and overwhelmed. How can you make a difference when you're distracted by never-ending paperwork, meetings, errands, and housework? How can you give the best of yourself when you're bogged down with mundane tasks and unfulfilling obligations? You'll never have enough time to do everything. But there is a way to free up time, attention, and energy for the things that really matter: the activities that impact student learning; the practices that make you a more effective educator; and the routines that make your home and personal life more fulfilling. *Fewer Things Better* will help you challenge the correlation between hours worked and effectiveness. It's not about how much you're working; it's what you're focusing on. It's time to release yourself from the feeling of never having done enough. It's time to stop giving into the pressure to be constantly busy. It's time to do fewer things, so what remains can be done even better.

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

Upon completing this course, you will be able to:

- *disrupt the status quo by challenging norms in order to improve the teaching & learning experience for students & educators
- *create healthy boundaries, combat Imposter Syndrome, and release yourself from perfectionism
- *decide what work/life balance looks like for you.
- *gain clarity on what's most important in your professional life so you can allocate time to your biggest priorities
- *gain focus so you can release anything that's not serving you well
- *deepen the courage it takes to live with intentionality and to say 'No!' to trivial things, so you can do more of what matters
- *define your 'Why' ~ knowing and reminding yourself why you became an educator is the main key to success.

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

Participants will be required to:

+read Angela Watson's *Fewer Things Better* (16 chapters, 288 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.

- * *Dare To Say No* by William Clark (11 minutes)
- * *The Surprising Solution to the Imposter Syndrome* by Lou Solomon (21 minutes)
- * *Setting Work-Life Boundaries* by Carlos Hildago (16 minutes)
- * *Why We Do What We Do* by Tony Robbins (22 minutes)

+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 1-3	
		Complete Quiz 1	
		Respond to Blog Post 1	
	0.5 hour	View Video 1	
		Respond to Blog Post 2	
	2.25 hours	Read Chapters 4-5	
		Complete Quiz 2	
		Respond to Blog Post 3	
	0.5 hour	View Video 2	
		Respond to Blog Post 4	
	2.25 hours	Read Chapters 6-8	
		Complete Quiz 3	
		Respond to Blog Post 5	
	0.5 hour	View Video 3	
		Respond to Blog Post 6	
	2.25 hours	Read Chapters 9-11	
		Complete Quiz 4	
		Respond to Blog Post 7	
	0.5 hour	View Video 4	
		Respond to Blog Post 8	
	2.25 hours	Read Chapter 12 & Afterword	
		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.	