

COURSE TITLE: THE INSPIRED CLASSROOM 2024: 3 Qtr Credits

WA CLOCK HRS: 30

NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

OREGON PDUs: 30

PENNSYLVANIA ACT 48: 30

INSTRUCTOR: Sarah Rosman
sarahzivrosman@gmail.com

COURSE DESCRIPTION:

This unique course is designed for teachers to take advantage of any experiential opportunity that inspires them. As educators, we continually adapt, grow, and evolve our curriculum to meet the needs of our students and community. As reflective practitioners, we often ask our students: What moves you? What do you want to learn more about? What are you getting stuck on? What are you wondering? Rarely, however, do we make space to pause and consider this for ourselves.

This type of inquiry is essential, relevant, and necessary to the deepening of our craft as educators. This is where the opportunity lies for our practice to be inspired and transformed anew. There are an incredible variety of local, regional, and national events, meetings, and more informal gatherings outside of the usual academic camps or clinics, which can help you bridge these provocations from dreams to reality. Teachers interested in sparking new learning for themselves and/or their classroom community may pursue their professional development needs by taking part in these experiences that help build, evolve, inspire, and innovate their practice.

Required text will vary based on the instructor's recommendations.

This course is appropriate for teachers K-12.

WHAT QUALIFIES:

Events and experiences that relate to a teacher's professional situation can include social justice conferences, community organizing or building conferences, sustainability conferences, events, community film viewings, global and eco-service learning, school garden or habitat restoration, renewable energy education, relocalization, local food ecology, activist events such as marches and demonstrations, environmental justice, peace, and human/animal rights, climate justice study, sense of place studies, eco-travel, eco-literacy, self-study, sustainability/social justice/peace project design and implementation, corporate and media responsibility, youth leadership coordination, some art projects, speaker engagements, compassion and nonviolent communications, meditation, emotional/spiritual intelligence training, eco-spiritual study, events put on by the educator themselves, including the planning, and more.

WHAT DOES NOT QUALIFY:

General curriculum development, general classroom management, special ed., differentiation, general assessment, cultural history, summer travel, safety and health, collaborative or neighborhood projects NOT directly relating to teacher's provocation to bring to the classroom.

Some of these activities may qualify IF they are deepened to encompass these areas. For example, you may not earn clock hours for general summer travel. However, if you conduct cultural/environmental service work or focused research on your travels within the United States and apply it as a social justice or sustainability lesson in the classroom, then your national travel would qualify.

RETROACTIVE PROJECTS:

Previous activities or projects completed before registering for The Inspired Classroom course do not qualify for clock hours or continuing education quarter credit. There are some exceptions; please contact the instructor if you would like your proposal to include recent retroactive activities connected to a current project.

The school administrator or department head's approval is required before clock hours or continuing education quarter credit is awarded. A Heritage Institute Authorization Form is available online after you register.

For more information on Sarah Rosman's courses, visit her website at www.sarahrosman.com.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

- Applied their experiences and learning to relevant classroom curriculum.
- Gained a wider and more meaningful breadth of knowledge and experience related to their chosen activities
- Gained insight and perspective on current inquiry and act as a catalyst for positive change in their classroom and/or greater

community.

- Discovered new opportunities to network with individuals and organizations that can enhance their student's learning.
- Implemented specific student service learning, field trip, multimedia, leadership, conference attendance or other special-student collaborative and experiential learning.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
 2. Completion of Learning Application assignments 40%
 3. Completion of Integration Paper assignment 30%
-
-

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

Required text will vary based on the instructor's recommendations.

None. All reading is online.

MATERIALS FEE

None

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Introduce Yourself

You must complete your introduction before moving on to other assignments.

Using FlipGrid (App for video recordings), create an account and record a video of yourself with:

- Introduction to who you are (and preferred pronouns)
- Current teaching situation (position, grade, school)
- Describe the event/activity you attended and the main takeaways you got from your experience.
- Discuss how this experience is relevant and inspiring to your professional situation.

Please look at **two (2)** other profiles and respond to them in a few short statements.

FlipGrid link: <https://?ip.com/71142ee1>, or join code: 71142ee1

Please note: If you are the first two participants to join this course, do not be concerned; simply complete your video recording.

NOTE: Once you have finished and uploaded your video greeting and responses to classmates, please note in your assignment response box that you have completed the assignment in FlipGrid.

Assignment #2: Event Journal

Using Padlet for collaborative and student-paced learning, add your event journals to the collaborative board found on this Padlet:

<https://padlet.com/zivrossi10/zpiw4qtg9nyatwcv>

Keep track of your events and experiences below. If attending multiple events, you will need to fill out a new event entry for each new activity. You must attend **30 hours** of activities/events and document them in your event journal.

- Event Hours
- Event Location
- Event Date
- Event Website
- Journal Entry*

JOURNAL ENTRY*: Describe the event, the main takeaways, and how you envision integrating these new learnings into your practice.

When you have completed one event, you may enter additional events. Be sure to secure materials that can authenticate your involvement in each activity, such as program brochures, email announcements, web pages, or other ways to authenticate your involvement.

NOTE: Once you have uploaded or created your responses, please note in your assignment response box that you completed your assignment in Padlet.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #3: Research & Integration

You must complete parts 1 and 2 before moving on to parts 3 and 4.

Parts 1 & 2

Read Chapter One of bell hooks pivotal novel [Teaching to Transgress, Engaged Pedagogy.pdf](#)

1. Answer the following questions via Flipgrid (a) and Padlet (b, c):

FlipGrid: <https://flip.com/84898a48>

2. Answer the following questions via Flipgrid (a) and Padlet (b, c):

FlipGrid Assignment:

- a. How have these experiences helped engage and materialize your ideas of education as a practice of freedom and self-actualization*?
(*as discussed by hooks)
<https://?ip.com/84898a48> or use code: 84898a48

Padlet Assignment:

- b. Will your students have opportunities to become “active participants”* in their learning through how you will pivot your practice based on these experiences? In what ways?
- c. How do the ideas around “engaged pedagogy” that emphasize well-being for teachers and, in turn, students resonate with you as an educator? How do these come alive after the events/activities you have engaged in?

Padlet link: <https://padlet.com/zivrossi10/r247uzvtntw9ea18>

*Please post your thinking below the questions in the corresponding columns

Parts 3 & 4

Complete parts 1-2 before moving to parts 3-4.

Select and read text(s) or a series of articles representing at least 200 pages, or 100 pages combined with 1 + hours of multimedia research.

3. Add your research, readings, and multimedia on a collaborative Padlet.

Padlet link: <https://padlet.com/zivrossi10/2gujxt9o9e342g0d>

You will be able to check out what your classmates have been reading and viewing, and it may be something you would like to dive into now or sometime in the future.

Each post should include:

- Title of Text
- Author
- Date Published
- Link (if online)
- Brief synthesis (1-2 sentences)
- Your rating from 1 - 5 stars (1 sentence explanation - why.)

?4. In 300+ words in the response box or in an uploaded document, consider using the readings and the videos in your future teaching.

- Text Name (or list of articles):
- Author:
- Publisher:
- Date Published:

Questions to answer:

- Why did you choose these specific materials to accompany your experience?
- What were the most important idea(s) or thinking you took away from your research? Why?
- Do you feel these experiences have helped engage and materialize your ideas of education as a practice of freedom and self-actualization?
- Do you feel motivated to make changes in your everyday life or other community/social service as a result of your reading/research?
- Has this reading/research encouraged self-growth or pushed community participation in a new way? If yes, how?
- How do you envision sustaining your new learning/findings long-term?

Note: Once you have finished all four (4) parts of assignment #3, please note in your assignment response box that you completed your assignments to parts 1, 2, and 3 in Flipgrid and Padlets as well.

Assignment #4: Putting it all Together

“Professors who embrace the challenge of self-actualization will be better able to create pedagogical practices that engage students,

providing them with ways of knowing that enhance their capacity to live fully and deeply.” - bell hooks.

Now that you have taken this first step of inspiring yourself and taking steps toward self-actualization, it is time to apply it to your practice in the classroom. In order to apply your learning to your professional situation, design **two (2)** related lessons inside of a thematic unit that is related to your event(s) or research topics. Make the below questions clear in your lessons.

Follow the template provided or a template used customarily in your school or district. The link for the Lesson Plan. <https://www.hol.edu/about/lesson-template>

What would you want students to come away with, and how will you evaluate your outcome(s)?

Inside engaged pedagogy, students are not the only ones participating, sharing, and learning, but their teachers are also engaged in this vulnerable process. How will this show up in your lessons/unit?

How will your students broaden and apply their learning in everyday life? With their families? In their community?

Will these lessons provide opportunities for experiencing nature, field trips, mentorship/leadership projects, or participation in community service-learning?

Upload your [lessons](#) to the Lesson Plan Library.

Assignment #5: (500 Level ONLY)

In addition to the 400-level assignment, complete **one (1)** of the following:

Option A)

Collaborate with a colleague

- Meet with a colleague and share what you have learned.
- Talk with your colleague about how you will integrate these practices this coming year.
- Share three (3) concrete goals with them around what you hope to see as a result of this teaching.
- Invite your colleague to introduce this practice as well and/or adapt their current meeting practices to invest deeper in different areas with you as partners

Post your response, which should include parts of the conversations, a response to your learning experience, your comfort level in sharing, and your own goals moving forward.

OR

Option B)

Implications of Academic Integration with Inspired Experience(s)

Using an academic unit of study previously taught in your classroom, design integrations and learnings from your experience that could and would support this specific study. Using objectives and goals, design a week-long span of specific ways to incorporate these learnings from the attended events and experiences and/or readings that support and deepen academic learning. Get creative, hold specific academic targets previously taught but inject the new learnings that will enrich your overall unit.

- Write out the three (3) new lesson ideas/topics and add the context of the greater academic unit.
- Be specific with what you will be doing, why, and how it will be related - be clear about the intended outcomes and how you will evaluate these.
- Add three (3) specific community-building goals related to engaged pedagogy.
- Add three (3) specific academic goals related to new learnings.

Respond in 250+ words explaining your thinking, list the lessons, and include your new learning plans.

OR

Option C)

Presentation for your students, families, or colleagues

Using Google slide/PowerPoint, create presentation materials either for students to support your unit plan or as a training/in-service presentation for other teachers or peers on your unit and learning in this course

Respond in 250+ words explaining your thinking and your plan for who you will be showing this to and its intended purpose.

OR

Option D)

YOUR CHOICE!

An assignment of your own choice, with the advisor's prior approval.

C. INTEGRATION PAPER

Assignment #6: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
 2. What aspects of the course were most helpful and why?
 3. What further knowledge and skills in this general area do you feel you need?
 4. How, when and where will you use what you have learned?
 5. How and with what other school or community members might you share what you learned?
-

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Sarah Rosman, M.Ed., (she/her/ella) found herself in education after traveling through Argentina and Chile with a group of artists, putting on role-playing experiences for immersion language acquisition for all ages. After the experience of teaching in traditional Argentinian schools and non traditional experiential education, Sarah returned to the United States to study what rooted her philosophical beliefs and framework. She received her Master of Education from Lewis and Clark with a certification in ESL.

Sarah has been teaching for over 15 years primarily in Portland Public Schools, during that time she has also been a consultant, adjunct professor, researcher and student. Her work is anchored in true continual education and inspiration, which she has found through a growing community of educators and thought-leaders around the world. Currently, Sarah is consulting on issues surrounding race, justice, language, and education while her family lives between Portland, Oregon and Oaxaca, Mexico.

For more information on my courses, visit my website at www.sarahrosman.com.

BIBLIOGRAPHY

THE INSPIRED CLASSROOM 2024: 3 Qtr Credits

Websites/Videos:

- Abolitionist Teaching Network: <https://abolitionistteachingnetwork.org>
- Learning for Justice: <https://www.learningforjustice.org>
- Pollyanna Inc: Every Voice Counts: <https://pollyannainc.org>
- Teaching For Change: <https://www.teachingforchange.org>
- Circle Forward Resources: <https://circleforward.us/resources/>
- Responsive Classroom Resources: <https://www.responsiveclassroom.org/educator-resources/>
- Restorative Justice Resources: <https://restorativejustice.org/resources/>
- Wiser Earth: <http://www.wiserearth.org/>
- Center for Ecoliteracy: <http://www.ecoliteracy.org/>

Books, Magazines

- Brown, A. (2021) Holding Change: The Way of Emergent Strategy Facilitation and Mediation. AK Press
- Brown, A. (2019) Pleasure Activism: The Politics of Feeling Good (Emergent Strategy). AK Press
- Brown, A. (2017) Emergent Strategy: Shaping Change, Changing Worlds. AK Press
- Cowhey, M. (2006). Black Ants and Buddhists. Stenhouse.
- Cruz, C. (2012). Making curriculum from scratch: Testimonio in an urban classroom. Equity & Excellence in Education
- Epstein, J. & Sanders, M.G. (2006). Prospects for change: Preparing educators for school, family, and community partnerships. Peabody Journal of Education
- Hess, D. (2011). Discussions that drive democracy. Educational Leadership.
- hooks, bell. 1994. Teaching to transgress: Education as the practice of freedom. New York, NY: Routledge.
- Kaur, V. (2020) See No Stranger: A Memoir and Manifesto of Revolutionary Love.
- One World Love, B. (2019) We Want To Do More Than Survive: Abolitionist Teaching And The Pursuit of Educational Freedom. Beacon Press.
- Picower, B. (2011). Resisting compliance: Learning to teach for social justice in a neoliberal context to teach social justice in a

neoliberal context. Teachers College Record.

- Salas, K.D. (2004). How to teach controversial content and not get ?red, Downloaded from the website for The New Teacher Book, published by Rethinking Schools.
- Taylor, K-Y, (2017) How We Get Free: Black Feminism and the Combahee River Collective. Haymarket Books.
- Wade, R.C.(2007), Social studies for social justice: Teaching strategies for the elementary classroom. New York and London: Teachers College Press.