



Maintaining Resilience in Teaching: Navigating Common Core and More Site-based Participant Syllabus

Course Description

This course is designed to help K-12 teachers navigate the ever-growing complexities of the education profession while simultaneously helping them to balance their lives and careers. Teachers will learn the tenets of Positive Psychology (Seligman) and related theories and strategies. These in turn, will provide the foundation for increasing personal and professional resilience, maintaining flexibility, and tending to physical and mental health as a basis to improve classroom experiences for all.

Course Prerequisites

This course is recommended for all K-12 educators. Participants must hold a baccalaureate degree. No prerequisites are required for this course.

Textbooks/Supplemental Reading

Selected research articles, research summaries, Web resources, and topical articles drawn from educational literature are integrated into the course. No textbook is required for this course.

Global Course Outcomes

Upon completion of this course, the learner will be able to:

1. Use reflective practices to enhance personal and professional resilience.
2. Evaluate and develop one's personal resilience skills.
3. Evaluate and develop one's professional resilience skills.
4. Analyze and implement relevant educational initiatives.
5. Incorporate opportunities for students to develop resilience and learning skills.
6. Synthesize concepts and develop a resilience action plan.

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Module 1: Resilience

- 1.1 Build a community of reflective learners.
- 1.2 Define resilience and discuss why resilience is important.
- 1.3 Evaluate one's personal and professional resilience.
- 1.4 Identify the stressors and disruptors to resilience.
- 1.5 Brainstorm questions concerning resilience.

Module 2: Resilience Framework

- 2.1 Compare and contrast the attributes of resilient and non-resilient individuals.
- 2.2 Examine the four dimensions of the Resilience Framework.
- 2.3 Evaluate one's resilience in each of the personal and professional dimensions.
- 2.4 Establish a change process for developing resilience.
- 2.5 Establish guidelines for and engage in reflective practice.

Module 3: Personal Resilience—Emotional Dimension

- 3.1 Investigate and analyze one's personal attributes and assets.
- 3.2 Experience and evaluate self-awareness strategies.
- 3.3 Experience and evaluate self-regulating strategies.
- 3.4 Experience and evaluate self-supporting strategies.

Module 4: Personal Resilience—Mindset Dimension

- 4.1 Examine the concept of Asset-Based Thinking.
- 4.2 Investigate the research and practice strategies that support a resilient mindset.
- 4.3 Investigate the research and practice strategies that support an optimistic mindset.
- 4.4 Investigate the research and practice strategies that support a confident mindset.
- 4.5 Develop a personal belief statement and an action plan for personal resilience.

Module 5: Professional Resilience—Interpersonal Dimension

- 5.1 Analyze each of the personality styles under pressure.
- 5.2 Identify collaboration strategies for each of the personality styles.
- 5.3 Examine and practice active listening and dialogue skills.
- 5.4 Evaluate one's professional network of support.
- 5.5 Assess one's level of skill development.

Module 6: Professional Resilience—Leadership Dimension

- 6.1 Analyze one's perception of teaching, education, and success.
- 6.2 Assess one's level of expertise and skill.
- 6.3 Evaluate one's adaptability and ability to manage educational initiatives.
- 6.4 Analyze one's career aspirations and professional mission.
- 6.5 Develop an action plan for professional resilience.

Module 7: Standards

- 7.1 Examine the Common Core State Standards and make connections to one's content area or grade level.
- 7.2 Explore strategies for integrating the Standards for Mathematical Practice across grade levels and content areas.
- 7.3 Create and use literacy templates that incorporate literacy standards across grade levels and content areas.
- 7.4 Investigate current educational initiatives and their impact on teaching and learning.

Module 8: Educational Initiatives

- 8.1 Identify expertise and inquiries regarding various educational initiatives.
- 8.2 Collaboratively present and discuss information and strategies regarding current educational initiatives.
- 8.3 Develop an action plan for implementing an educational initiative.

Module 9: Student Resilience

- 9.1 Compare and contrast the behaviors, statements, and attributes of resilient and non-resilient students.
- 9.2 Examine the concept of purpose-driven learning and the corresponding attributes.
- 9.3 Identify the attributes required to support student resilience.
- 9.4 Investigate strategies that foster student resilience.
- 9.5 Design an action plan for developing student resilience.

Module 10: The 21st Century Classroom

- 10.1 Analyze the 21st Century Skills and evaluate the impact these skills have in the classroom.
- 10.2 Identify strategies for developing 21st Century Skills.
- 10.3 Synthesize the components of resilience and develop a resilience action plan.
- 10.4 Design a visual analogy of resilience.

Topics Agenda

Module 1: Resilience

Examine course concepts to be learned and course expectations—establish the essential question and objectives for this module—build a community of learners and conduct participant introductions—identify qualities that describe one's personal and professional persona—conduct a discussion to define resilience—identify compelling whys for learning about resilience—self-assess one's level of resilience—identify the stressors and disruptors to resilience—brainstorm questions concerning the topic of resilience

Module 2: Resilience Framework

Establish the essential question and objectives for this module—discuss attributes of resilient and non-resilient individuals—identify the most important attributes of resilient individuals—establish the resilience framework that guides the course—examine the personal and professional dimensions of the resilience framework and the components of each—analyze one’s level of resilience in each dimension of the resilience framework—revisit and answer the essential question for this module and the previous module—analyze the chain reaction for change—determine strategies to be implemented—establish and review the assessment requirements for the course—establish a process for reflecting on content throughout the course, making direct applications to resilience.

Module 3: Personal Resilience—Emotional Dimension

Establish the essential question and objectives for this module—identify one’s characteristics and expertise—develop a collection of one’s assets—identify one’s purpose-driven personality style—examine the characteristics of each of the purpose-driven personality styles—make personal connections to the purpose-driven style most like oneself—experience strategies for the emotional dimension of personal resilience—investigate one’s essence, belief and intent to enhance self-awareness—write a personal belief statement—experience a self-regulating strategy—evaluate one’s self-regulating skills—experience a self-supporting strategy—evaluate one’s self-supporting skills—revisit and answer the essential question for this module—determine strategies to be implemented

Module 4: Personal Resilience—Mindset Dimension

Establish the essential question and objectives for this module—experience strategies for the mindset dimension of personal resilience—investigate the concept of asset-based thinking—discuss the fight or flight response and make connections to resilience—compare and contrast asset-based thinking and deficit-based thinking—experience a resilience strategy for shifting mindset—investigate the concept of negativity bias and make connections to resilience—experience a strategy for developing an optimistic mindset—compare and contrast the myths and truths of strengths and make connections to resilience—experience a strategy for developing a confident mindset—revisit and answer the essential question for this module—determine strategies to be implemented—develop a personal resilience action plan

Module 5: Professional Resilience—Interpersonal Dimension

Establish the essential question and objectives for this module—experience strategies for the interpersonal dimension of professional resilience—analyze the purpose-driven personality styles under pressure—identify collaboration strategies for each of the purpose-driven personality styles—identify the purpose-driven personality styles of individuals in one’s professional universe—examine the components of active listening—compare and contrast dialogue and debate—practice one’s collaborating and communicating skills—construct and evaluate one’s

professional network—evaluate one’s level of skill development—revisit and answer the essential question for this module—determine strategies to be implemented

Module 6: Professional Resilience—Leadership Dimension

Establish the essential question and objectives for this module—experience strategies for the leadership dimension of professional resilience—analyze one’s view of teaching—self-asses and analyze one’s level of expertise—analyze educational initiatives and discuss one’s level of adaptability—design a presentation on a relevant educational initiative—examine one’s career aspirations—read an article on career aspirations utilizing reading roles—write a professional mission statement—revisit and answer the essential question for this module—determine strategies to be implemented—develop a professional resilience action plan

Module 7: Standards

Establish the essential question and objectives for this module—discuss and analyze one’s perspectives concerning the Common Core State Standards—examine the CCSS for Mathematics—examine the Standards for Mathematical Practice and make connections to one’s curriculum—experience a lesson and analyze connections to the Standards for Mathematical Practice—examine the CCSS for English/Language Arts and Literacy—examine the College and Career Readiness Anchor Standards for Reading, Writing, and Speaking and Listening and make connections to one’s curriculum—analyze and create a literacy temple for use across the curriculum—revisit and answer the essential question for this module—determine strategies to be implemented—formulate an educational initiatives action plan

Module 8: Educational Initiatives

Establish the essential question and objectives for this module—identify one’s expertise and inquiries concerning specific educational initiatives—present information and strategies concerning specific educational initiatives—analyze and discuss one’s plan for implementing specific educational initiatives—revisit and answer the essential question for this module—determine strategies to be implemented—develop an educational initiatives action plan

Module 9: Student Resilience

Establish the essential question and objectives for this module—identify the behaviors, statements, and attributes of resilient and non-resilient students—investigate the concept of purpose-driven learning and the corresponding attributes—make connections between the resilience framework and the attributes of purpose-driven learning—develop relevant attributes for purpose-driven learning and identify corresponding strategies—transfer strategies learned throughout the course to assist in developing student resilience—experience a strategy for developing aspirations in students—revisit and answer the essential question for this module—determine strategies to be implemented—design a student resilience action plan

Module 10: The 21st Century Classroom

Establish the essential question and objectives for this module—examine the 21st Century Skills and brainstorm specific student behaviors—identify behaviors for each of the 21st Century Skills—make connections between the resilience framework and the 21st Century Skills—discuss strategies for the 21st century classroom—revisit and answer the essential question for this module—determine strategies to be implemented—synthesize the various components of resilience—develop a resilience action plan—create a visual analogy for resilience

Assessments and Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	20%
Formative Assessments	40%
Summative Assessments	40%

Letter grades are based on 100 points possible and assigned based on the university grading scale.

Final projects are due within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently, forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all formative assignments. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing course reflection via the student portal and all hours are met.

Instructional Methodology and Delivery

Teaching methodologies of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

- Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
- The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into 10 modules totaling 45 seat hours. Assessments are due two-weeks following the end of the course.
- Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.
- Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and

activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assessment or paper.

American Disability Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants are required to attend all classes and to fully participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

Emergency Statement

In the event of an emergency declared by the college or by The Connecting Link (TCL), we reserve the right to alter course plans and the attendance policy. In the event of an emergency, TCL will contact the instructor/participants with alternative educational plans for the course.

Late Work and Make-Up Policy

Participants are expected to keep pace with all assessments assigned both in and out of the classroom. If a situation arises in which an assessment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. All work is due no later than two weeks after the course ends. Failure to complete all work in this time frame will result in an incomplete or a grade of F for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to:

academic integrity and honor codes, institutional objectives, and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

Alignment to the Danielson Framework for Effective Teaching

The *Danielson Framework for Effective Teaching* is designed to provide educators with a structure for analyzing and assessing teacher practice and in constructing techniques to strengthen that practice.

Compliance with National Board of Professional Teaching Standards (NBPTS)

The NBPTS represents the highest level of professional achievement in the continuum of teacher professional development.

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers

InTASC is guided by the basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.