



**Focus on Education:
Finding Balance
1 credit hour**

Course Description

Course participants will be exposed to tools 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

Participants must hold a baccalaureate degree.

System Requirements

- Internet access connection
- Online video viewing capabilities
- Software capable of reading PDF files

Text Books/Supplemental Reading

There is no textbook required for this course. Refer to the reading assignments and supplemental resources within each Milestone to support course content.

Global Goals of the Course

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of this course:

1. To understand the impact of teacher disposition and well-being as a major contributing factor within the classroom (InTASC 1, 3, 7, 9)
2. To develop a personal mission statement and foundation for teaching to improve resiliency and continued growth within the teaching profession (InTASC 9)
3. To examine current over-arching trends in education and evaluate how they dovetail within the field and impact the classroom (InTASC 1-9)
4. To learn skills for the ongoing development of resiliency, foundation for classroom leadership, and teacher mission (InTASC 1, 3, 7, 8, 9)
5. To comprehend the significance of personal reflection and communities of practice in the ever-changing field of education (InTASC 1, 3, 9, 10)

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

The Interstate Teacher Assessment and Support Consortium's work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. All teachers should meet the following standards: (1) learner development, (2) learning differences, (3) learning environments, (4) content knowledge, (5) application of content, (6) assessment, (7) planning for instruction, (8) instructional strategies, (9) professional learning and ethical practices, and (10) leadership and collaboration.

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a self-paced, online distance-learning model.

- Online methodologies include presentations, skill practice, assessment completion, and the synthesis of new knowledge and skills.
- Course content and assignments are organized into modules that participants may complete at their own pace during a 4-week span of time.
- Online assignments are facilitated using a variety of research-based instructional approaches appropriate for adult learners in an online setting, which allow teachers to acquire, practice, apply, and evaluate course content and skills.
- Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skill to their own teaching situation.

Final Projects

Throughout the course, participants will engage in both informal and formal assessments. Formative assessment of learning objectives is conducted throughout the course via milestone questions requiring participants to make sense of new knowledge and/or skills within their realm of influence.

In keeping with best instructional and assessment practices, the course also requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course.

Final projects are due and will be submitted to the instructor within the 4 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Assessment of the work will not be limited to the quantity of work submitted but will carefully consider the quality and intellectual value of the work. To receive full credit for completion, all work must be completed at a level of "Proficient" or above.

1. Formative Assessments:

- Complete all readings and online video viewing within a 4-week time frame.
- Complete Formative Assessment Portfolio at a level of Proficient or above.
- Complete all general assignment(s) related to course objectives at a level of Proficient or above.

2. Summative Assessment: Personal Mission, Vision and Implementation Plan

Clearly define a philosophy of teaching and learning that can be incorporated into the personal mission statement; use reading citations, salient discussion points, and personal observations garnered from the course.

Possible section headings for this paper:

- Mission Statement: personal philosophy of teaching and learning
- Foundation for Teaching: new insights into myself and the teaching profession.
- Integration of Mission Statement and Foundation for Teaching: how does your mission statement impact my foundation for teaching?
- Resiliency Strategies: evaluate specific strategies that have worked for you during the duration of your career to this point
- Goals for Personal Growth and Development: where are you headed and why?
- Final Reflections: Are there ways you can share your personal growth story to serve others and continue to enhance your own growth?

Grading

Points are assigned based on a rubric 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.

Grade Distribution:

Formative Assessment	50%
Summative Assessment	50%

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 being removed from the course; no partial credit will be granted.

Americans with Disabilities 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 Connecting Link prior to the start of the course. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance, Late Work, and Make-Up Policy

Participants will have 4 weeks from the time of their first date of login to complete the course requirements. Failure to complete all work in this time frame will result in an incomplete; no partial credit will be granted. Please contact The Connecting Link directly at (888) 550-5465 if seeking an extension for any reason.

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.