



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

Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Analyze current personal state of well-being, and through awareness and training develop a plan for improvement.
 - 1.1 Define resiliency and how it relates personally and professionally.
 - 1.2 Develop and maintain a wellness journal as a means of awareness of current state.
 - 1.3 Explore current research and personal insights with the aim of improving personal well-being.
 - 1.4 Create a plan for ongoing maintenance and continued improvement of well-being.
2. Develop a personal mission statement and foundation for teaching.
 - 2.1 Define personal beliefs and values for holistic living.
 - 2.2 Define a personal philosophy of teaching and learning.
 - 2.3 Assess the integration of the personal mission statement and foundation for teaching.
3. Examine current major trends in education and evaluate how they integrate into the field and classroom.
 - 3.1 Examine current national standards and supplementary standards-based groups.
 - 3.2 Examine current trends and philosophies in special education.
 - 3.3 Examine teacher professionalism and current teacher evaluation models and practices.
 - 3.4 Examine 21st century student skills and the dynamic impact these skills have in the classroom.
4. Explore skills for ongoing development of resiliency as a means for enhanced growth within the field and improved classroom environment and instruction.
 - 4.1 Understand self-leadership as the platform for classroom leadership.
 - 4.2 Evaluate specific strategies designed to improve resiliency and well-being in general, and specifically within the field of education.
 - 4.3 Define goals for personal growth and professional development.
5. Maximize personal reflection and communities of practice in support of personal and professional growth.
 - 5.1 Enhance developing practices of holistic and professional well-being to sustain habits of reflection and participation in communities of practice.
 - 5.2 Explore the enlistment of a mentor or several mentors as a mode for continued resilience.
 - 5.3 Evaluate ways to maintain balance and see the larger picture within the educational field and personal life.

Teaching Methodology and Delivery Model

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 8 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.

Topics Agenda

Milestone One: Teacher Resiliency

Reasons for teacher attrition rates; teacher resiliency defined; managing the ups and downs of teaching; recognizing and managing stress; obvious and subtle signs of stress; holistic wellness including protective factors, exercise, diet, hobbies, communities of support, and time for personal reflection; 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.

Milestone Two: Foundations for Classroom Leadership and Career Success

Self-leadership as a platform for classroom leadership; teacher strength as a foundation for classroom leadership and career success; maintaining a positive attitude and the tenets of Positive Psychology (Martin Seligman); success strategies; risk taking and overcoming fears; teaching styles overview; staying organized; utilizing resources;

leading from within; finding a mentor or career coach; working with parents; preventing burnout; leadership as responsibility, service, and loyalty; cultivating flexibility; working in community; habits of effectiveness.

Milestone Three: The Teacher's Mission

Development of a personal mission statement that can help with motivation; climbing the career ladder...or not; the significance of reflection; creating career passion; determining strengths and passions as a teacher; the heart of a teacher; beyond surviving and moving towards thriving; managing individual working conditions; a mentor; success breeds success.

Milestone Four: Navigating the Standards

This milestone will provide an overview of all current and relevant standards including Common Core State Standards, other standards groups, and National Board Certification; how teaching standards impact the teacher and the classroom; observing questioning techniques as a key to unlocking the standards; ongoing development of resiliency, foundation for classroom leadership, and teacher's mission.

Milestone Five: Special Education

This milestone will provide an overview of all current and relevant initiatives within special education; Response to Interventions (RtI); tiers of support; RtI for content area teachers; managing differentiation; talented and gifted students; considering and valuing all stakeholders; special education meetings; working with parents; collaborative teaching and support from paraprofessionals; ongoing development of resiliency, foundation for classroom leadership, and teacher's mission.

Milestone Six: Teacher Professionalism and Evaluation

This milestone will provide an overview of all current and relevant practices for teacher evaluation; the Danielson framework for teaching; purpose of an e-portfolio; developing and maintaining a professional e-portfolio; personal observation logs; reflective observations; foundations for teaching (personal philosophy of teaching and learning); organizing the portfolio; using evaluations for continued growth; ongoing development of resiliency, foundation for classroom leadership, and teacher's mission.

Milestone Seven: The 21st Century Classroom

This milestone will provide an overview of all current and relevant skills students need for the 21st century; survey of computer software and applications; coping with changing landscapes in technology; what to do when technology does not work or availability is limited; the Flipped Class model; ongoing development of resiliency, foundation for classroom leadership, and teacher's mission.

Milestone Eight: Putting it All Together and Looking Ahead

Putting it all together and keeping it all together in an ever-changing field; staying invigorated and committed; moving forward in changing times; understanding and

respecting school culture; working with colleagues and administrators; professional development opportunities; maintaining balance; seeing the big picture; ongoing development of resiliency, foundation for classroom leadership, and teacher's mission.

Final Projects

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning appropriate for graduate level credit. Therefore, instructors will assign 3 formative assignments which can be completed throughout the course. These assignments will correlate to the instructional learning objectives. All courses will also include a final summative project which requires critical thinking, analysis, synthesis, evaluation or application. Assessment of the assignments should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

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.

Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a 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	30%
Formative Assessments	30%
Summative Assessments	40%

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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.

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 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.