



SYLLABUS

ADVANCEMENT COURSES™

A Better Course for Better Teaching

Course Review Request

Student Name: _____

Date: _____

Student achievement is at the core of everything we do.





Dear Administrator or Professional Development Coordinator,

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to tens of thousands of teachers. Our extensive curriculum includes over 200 graduate-level, self-paced courses in a broad range of subjects and available in both online and print-based formats. Our course authors are expert teachers and instructional coaches who are rich with classroom experience, credentialed with advanced degrees, and well-published thought leaders in their area of expertise; they are carefully selected for each course based on their deep knowledge of that particular subject and grade level. Advancement Courses are reviewed and accredited by top universities for graduate-level semester hours of credit and are also available for professional development hours or their equivalent.

Advancement Courses are already **pre-approved** by the following states, districts, and accrediting bodies:

- Illinois State Board of Education (ISBE)
- Texas Education Agency (TEA)
- New York City Department of Education (NYCDOE) After School Professional Development Program (ASDPDP)
- Los Angeles Unified School District (LAUSD) Joint Salary Point Committee
- Chicago Public School (CPS) Lane Credit Committee

University and Credit Options

Select	University	Accreditation	Credit Type	Record
<input type="checkbox"/>	 Andrews University	Andrews University is accredited by the Higher Learning Commission (HLC) . Its teacher training and school services programs are further accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the State of Michigan Department of Education .	Graduate	University Transcript
<input type="checkbox"/>	 GREENVILLE UNIVERSITY	The University has been accredited since 1947 by the Higher Learning Commission (HLC) . The education program is accredited by the Illinois State Board of Education . The traditional undergraduate, UTEP and Master of Arts in Education programs are also accredited by the Teacher Education Accreditation Council .	Graduate	University Transcript
<input type="checkbox"/>	 LMU ^{LA} Loyola Marymount University	LMU is regionally accredited by the Western Association of Schools and Colleges (WASC) with program-specific accreditation by the California State Commission on Teacher Credentialing and the National Council for Accreditation of Teacher Education .	Graduate Level	University Transcript
<input type="checkbox"/>		I will be taking the following course for professional development hours only and not for credit through a university partner.	Non-Credit Level	Advancement Courses Certificate



support@advancementcourses.com | 800.762.0121

Why should teachers take our courses?

A Focus on Student Success

Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable

We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Feedback & Facilitation

Experienced facilitators guide learners through every course, answering questions and offering detailed feedback on assignments. Feedback is rubric-driven, constructive, and positive.

Authentic Assessments

As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice

A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations

While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).



FROM BURNOUT TO PRODUCTIVITY: CREATING A PATH FOR TEACHER WELLNESS

*Three Semester Hours of Graduate-Level Credit OR
45 Hours of Non-Credit Professional Development*

Accessing the Course:

This course is available at <https://advancementcourses.instructure.com>. Your course is available for 6 months after you have signed up and the eClassroom is accessible 24 hours a day. If you require assistance, please contact us at 1-800-762-0121 or support@advancementcourses.com.

Technology Requirements:

A working computer with the browsers Chrome, Firefox, or Internet Explorer and JavaScript, Adobe Flash Player, and a Word processor that allows for a .doc or .docx file extension download to be submitted via Canvas, our LMS. For more information on browsers supported by Canvas, our LMS, please click [here](#).

Course Description:

"I've always been the type of teacher who's tired at the end of the school year because I've given my all – every day – for the past nine months."

How many teachers can relate to this sentiment? Teacher burnout is an increasingly common phenomenon in the world of education. Long hours, stressful environments, and intense expenditures of energy, brainpower, and compassion can all contribute to decreased health and wellness outcomes among teachers, especially over the course of multiple years.

This course is designed to offer key strategies to educators for creating a healthy work/life balance, advocating for a more sustainable lifestyle, and improving outlook and inspiration both inside and outside of the classroom. Through a series of self-inventories and assessments, learners will identify the sources of their burnout and identify strategies for preventing/reversing educator burnout. By the end of the course, the learner will be better prepared to manage the stressors inherent to life as an educator in order to create a path to teacher wellness.

Connections to Practice

This course provides the following classroom connections:

- Techniques for identifying the root causes of burnout and how burnout impacts you personally and professionally
- Techniques for reversing or preventing burnout at home and in the classroom
- Strategies for planning and implementing sustainable wellness activities that support professional and personal growth

- Ideas for engaging students and colleagues in physical, emotional, and mental wellness strategies that support growth, creativity, and balance
- Tips for unpacking the various roles educators take on in their communities and exploring how they affect their relationship to self-care
- Approaches for teaching wellness and implementing burnout prevention in the classroom

Course Objectives

The goals of this course are for participants to be able to:

- Define and determine the root causes of educator burnout
- Review strategies for preventing and/or reversing educator burnout
- Identify the various roles educators take on in their communities and explore how they affect their relationship to self-care
- Explore sustainable self-care strategies educators can integrate into their personal and professional lives to maintain balance
- Identify connections between self-care and physical, mental, and emotional wellness
- Review strategies for engaging colleagues and students in self-care strategies that build cooperation in the learning environment

Learner Outcomes

Upon completion of this course, participants will be able to:

- Identify the source of burnout in their lives and better create balance in those areas
- Integrate sustainable self-care approaches into their personal and professional lives to prevent or reverse burnout
- Complete a resilience and self-care inventory and create a set of personal and professional wellness goals
- Design action plans for stress management and self-care in their personal and professional lives
- Create a wellness plan that integrates physical, emotional, and mental health
- Involve students and colleagues in self-care strategies that facilitate productivity, balance, and the creation of peaceful and cooperative learning environments

Charlotte Danielson Framework for Teaching Alignment:

Domain 1: Planning and Preparation

1b: Knowledge of Students

1d: Knowledge of Resources

Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture of Learning

2d: Managing Student Behavior

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching

4c: Communicating with Families

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4f: Showing Professionalism

Assessments: The course includes a combination of reading assignments, reflective discussion board prompts, practice (ungraded) and benchmark (graded) activities, and a final project.

Materials:

- Baggini, Julian. [What is the Self? It Depends](#). *New York Times*, Feb. 8, 2016. Web.
- Bluestein, Jane. [Inspiration and Self-Care](#). Web.
- [Caring for Yourself is a Radical Act](#). YWCA Canada. Web.
- Cox, Janelle. [Classroom Management: Teacher Burnout Causes & Prevention](#). *TeachHub.com*. Web.
- Devon, Natasha. [How to Promote Good Mental Health Among Teachers and Students in Your School](#). *The Guardian*, March 1, 2016. Web.
- Johnson, Ben. [10 Steps for Avoiding Teacher Burnout](#). *Edutopia*. Web.
- Michie, Gregory. [The New Teacher Book: Resisting the Pull of Schooling-As-Usual](#). *Rethinking Schools*, Fall 2004. Web.
- Ratey, John and Jacob Sattelmair. [Physically Active Play and Cognition](#). *American Journal of Play*, Winter 2009. Web.
- Zackrzewski, Vicki. [Can Mindfulness Make Us Better Teachers?](#) Oct. 2, 2013. Web.

Course Outline:

Course Overview

Module 1: What is Burnout? – Read [The New Teacher Book: Resisting the Pull of Schooling-As-Usual](#) and [Classroom Management: Teacher Burnout Causes & Prevention](#), and complete:

- Presentation: **Module Introduction**
- Discussion Board: **Guidelines and Introduction**
- Presentation: **Understanding Burnout**
- Presentation: **Addressing Burnout**
- Discussion Board: **Reflect on Burnout**
- Presentation: **Module Wrap-Up**

Module 2: Strategies for Avoiding Burnout – Read [10 Steps for Avoiding Teacher Burnout](#), and complete:

- Presentation: **Module Introduction**

- Discussion Board: **Burnout at School**
- Presentation: **Avoiding Burnout**
- Discussion Board: **Relationship to Burnout**
- Presentation: **Classroom Burnout**
- Benchmark Activity: **Taking Action on Burnout**
- Presentation: **Activity Debrief and Module Wrap-Up**

Module 3: Understanding Self-Care – Read [What is the Self? It Depends](#), and complete:

- Presentation: **Module Introduction**
- Discussion Board: **Reflecting on Your Self-Inventory**
- Presentation: **What is the “Self,” Anyway?**
- Discussion Board: **Self-Care and Your Many Roles**
- Presentation: **A Collective Model of Self-Care**
- Benchmark Activity: **Inventory and Goal Setting**
- Presentation: **Activity Debrief and Module Wrap-Up**

Module 4: Sustainable Self-Care Practices – Read [Inspiration and Self-Care](#), and complete:

- Presentation: **Module Introduction**
- Presentation: **Professional Sustainability**
- Discussion Board: **What Teaching Means to You**
- Presentation: **Personal Sustainability**
- Discussion Board: **Reflect on Self-Care**
- Presentation: **Self-Care is Community Care**
- Benchmark Activity: **Design Your Radical Self-Care Plan**
- Presentation: **Activity Debrief and Module Wrap-Up**

Module 5: Self-Care and Physical, Mental, and Emotional Wellness – Read [Physically Active Play and Cognition](#), [How to Promote Good Mental Health Among Teachers and Students in Your School](#), and [Can Mindfulness Make Us Better Teachers?](#), and complete:

- Presentation: **Collectivism and Physical Wellness**
- Discussion Board: **Reflecting on Physical Wellness**
- Presentation: **What is Mental Wellness?**
- Presentation: **What is Emotional Wellness?**
- Discussion Board: **Your Breathing Practice**
- Presentation: **Module Wrap-Up**

Module 6: Incorporating Self-Care into Your Daily Life– Read [Caring for Yourself is a Radical Act](#) and complete:

- Presentation: **Why Radical Career Care?**
- Discussion Board: **Self-Assessment**
- Presentation: **Managing Stress**
- Discussion Board: **Stress Assessment**
- Presentation: **Self-Care and Self Worth**
- Presentation: **Module Wrap-Up**

Course Wrap-Up

Final Project:

The final project is a summative assignment with the goal of pulling together everything you have learned in the course. For your final, you will develop a teacher burnout prevention project you can introduce to your school's administration and colleagues to ensure that wellness and balance are at the forefront of their minds, keeping in mind strategies you might use to sustain the project over the course of the school year.

Method of Evaluating Student's Performance:

Assignment(s)	Percentage of final grade
Course Activities	35%
Discussion Boards	25%
Final project	40%
<i>*Please note that to pass this course, you must receive a grade of 80% or higher.</i>	

Completion of all activities is required to receive a grade. This applies to courses taken for graduate credit or non-credit.

Compliance with the American Disabilities Act: 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 complete this course, are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity:

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: "To steal and pass off (the ideas or words of another) as one's own without crediting the source; presenting as new and original an idea or product derived from an existing source" (Webster's New Collegiate Dictionary, Springfield: G. & C. Merriam Company, 1973, 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

Find out why teachers love our PD courses

Professional development designed to be more engaging, meaningful, and enjoyable – with real feedback and application in today's K-12 classroom.

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Flexible & Convenient. Our courses aren't tied to a semester or physical classroom, so you can take them anywhere and anytime for up to 6 months after enrollment. Choose from either print or online formats.



Applicable & Practical. Created by subject matter experts with extensive classroom experience, our courses are designed to provide you with more than just information – you'll develop tangible tools and resources to use in your own classroom immediately.



Feedback & Facilitation. Experienced facilitators guide learners through every course, answering questions and offering detailed feedback on assignments. Feedback is research-based, positive, and constructive.



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