



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:



Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Goodbye Teacher Burnout, Welcome Teacher Wellness
Course Number	OL 5124
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

In this course from Learners Edge, you will learn how to give burnout the boot! Explore what it means to experience teacher burnout, discover the differences between burnout and demoralization, learn why teachers are leaving the profession, and why educators are more exhausted than ever. By the end of this course, you will know how to mitigate and manage burnout, you will walk away with a stockpile of strategies for self-care, and you will understand how wellness and healthy living are part of the prescription for healing teacher burnout.

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use provided prompts specific to balance and wellness, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Explain, in writing, what is meant by teacher burnout, and the importance of balance and wellness.
3. Summarize, in writing, the impact of teacher burnout on balance and wellness.
4. Describe, in writing, methods and strategies for balance and wellness professionally and personally.
5. Develop a presentation/speech to teach others about burnout, balance & wellness, or create a teacher/student wellness plan as a means to mitigate teacher burnout and/or to increase health, balance and wellness in one's career and life.

Required Text/Reading:

All readings and resources are linked within their respective assignments.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

Aguilar, E. (2018). *Onward: Cultivating emotional resilience in educators*. San Francisco, CA. Jossey-Bass.

Bennett, P. (2017). *Teaching with vitality: Pathways to health and wellness for teachers and schools*. New York, NY. Oxford University Press.

All coursework is to be completed in the Teaching Channel online environment.

- Boogren, T. (2019). *180 days of self-care for busy educators: A 36-week plan of low-cost self-care for teachers and educators*. Bloomington, IN. Solution Tree.
- Brown, B. (2018). *Dare to lead: Brave work, tough conversations, whole hearts*. New York, NY. Random House.
- Frey, N. (2019). *All learning is social and emotional: Helping students develop essential skills for the classroom and beyond*. Alexandria, VA. ASCD.
- Kuczala, M., Lengel, T. (2017). *Ready, set, go: The kinesthetic classroom 2.0*. Thousand Oaks, CA. Corwin.
- Mielke, C. (2019). *The burnout cure. Learning to love teaching again*. Alexandria, VA. ASCD.
- Santoro, D. (2018). *Demoralized: Why teachers leave the profession they love and how they can stay*. Cambridge, MA. Harvard Education Press.
- Mussey, S. (2019). *Mindfulness in the classroom: Mindful principles for social and emotional learning*. Waco, TX. Prufrock Press.
- Steele, W. (2019). *Reducing compassion fatigue, secondary traumatic stress, and burnout: A trauma-sensitive workbook*. New York, NY. Routledge.
- Stevens, G. (2018). *Positive mindset habits for teachers. 10 steps to reduce stress, increase student engagement, and reignite your passion for teaching*. Cheltenham, PA. Red Lotus Books.
- Zarra, E. III. (2019). *The age of teacher shortages: Reasons, responsibilities, reactions*. Lanham, MA. Roman and Littlefield Publishing.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about balance and wellness strategies to prevent teacher burnout.
2. Summarize your previous knowledge or experience with balance and wellness strategies to prevent teacher burnout.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

After reading and reviewing the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

All coursework is to be completed in the Teaching Channel online environment.

To begin, please watch the following video, defining "teacher burnout:"

- "Getting Serious About Teacher Burnout," by Tim Walker, NEA
- "Why Black Teachers Walk Away," by Youki Terada
- "Pandemic Prompts More Teachers to Consider Early Retirement or New Career," by Gema Zamarro, Andrew Camp, Dillon Fuchsman, Josh McGee
- "'I Didn't Know It Had a Name': Secondary Traumatic Stress and Educators," by Scott Walker
- "Structural Supports to Promote Teacher Well-Being," from Doris A. Santoro and Olga Acosta Price

- A. Rank yourself on a scale of 1-5, 1=healthy and 5=unhealthy. Then, summarize what you think "healthy" looks like for you, according to your definition.
- B. The video, "What is Teacher Burnout," observes that other professional fields require avenues for employees to process stress and trauma during their ongoing credential training, but there is no such concept for teachers. Hypothesize how the inclusion of resources around stress and trauma would affect teacher burnout.
- C. Explain how teacher burnout disproportionately affects educators of color, and share ideas for retaining BIPOC teachers.
- D. Articulate your own experience with and general impacts of staffing shortages in your school or district. If your school or district is not experiencing staffing shortages, describe why you think that is the case.
- E. Pretend you are talking with someone outside of education, and share specific reasons for teachers leaving the profession, and why so many teachers stay, despite feeling burned out.
- F. In the Walker article above, teacher Jessica Lander states, "Secondary traumatic stress is sort of the consequence of being a good teacher. If you care about your students, you're probably not going to avoid it." Share your reaction to the quote, including whether you agree or disagree.
- G. On pp.1-3 of "Structural Supports to Promote Teachers' Well-Being," findings from the research that cause educators to burn out or become demoralized is included. Explain any connections you observed or experienced with the research.
- H. "Structural Supports to Promote Teachers' Well-Being," recommends strategies to consider for improving teaching. If you could make one of them come true, with no consequence or cost, which strategy would it be, and why?
- I. Identify 3 practices, or people you rely on to maintain your passion and motivation for teaching.
- J. Mother Teresa said, "I alone cannot change the world, but I can cast a stone across the waters to create many ripples." What gifts or abilities can you offer to "create many ripples" when it comes to teacher burnout?

All coursework is to be completed in the Teaching Channel online environment.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Innovate-Healthy Teachers!

If you haven't heard of Dr. Brené Brown, we are happy to introduce her to you! In Dr. Brown's 2010 TEDTalk, she shared her research on shame, connection and vulnerability with the world. As of September of 2022, Brown's TEDTalk had over 59 million views. Evidently, what she had to say was ready to be heard! Learning about vulnerability makes healthy humans and teachers.

Note: Watching Dr. Brown's TEDTalk on vulnerability is *optional* but highly recommended!

Please watch one of the following videos - A or B - to complete this application, then respond to the prompt that follows.

Video A: *Daring Classrooms*

After the TEDTalk, Brown went on to write the book *Daring Greatly* and applied those same principles from the book to Daring Classrooms, as discussed in her South by Southwest (SXSW) EDU talk, linked below. Note: Dr. Brown occasionally uses strong language in her SXSW video.

Video B: *Vulnerability Through the Lens of the Black Experience*,

In the following video, Trevor Noah interviews Dr. Brené Brown and activist Tarana Burke about what vulnerability can be like for people of color:

Now that you've watched one of the above videos, in a total of one paragraph or more, summarize your learning and share how you will apply your new knowledge from the video(s) to your professional practice.

3. Application: Collaborate - Healthy Students and Schools!

We want you to take a closer look at how students can live healthy lives and how we can work to make schools healthy places to learn. For this application, you will be creating a proposal focusing on healthy students and healthy schools! Please read the following resources, then complete the assignment that follows.

- This colorful Tips for Teachers guide, also from the CDC, reminds us of the many ways we can promote nutrition and physical activity with our students
- "27 Ways to Promote Health Habits in Your School," from Fit

All coursework is to be completed in the Teaching Channel online environment.

- "School Employee Wellness Guide," from the CDC
- "How to Reset School Culture Post-COVID," by Brenda Iasevoli
 - "Healthy and Supportive School Environments," from the CDC

Healthy Poster

To complete this assignment, please follow the steps below:

1. Create a digital poster with ideas and suggestions for keeping students healthy and promoting a healthy school environment. Please use the resources above for ideas and suggestions, or find additional resources to support this topic.
2. Create your digital poster using a tool of your choice, such as: Google Slides, Google Drawing, Google Jamboard, Canva, Adobe Creative Cloud or another tool for which you are familiar.
3. Be sure your visually appealing digital poster includes:
 - The topic(s)
 - Your audience
 - The goals and objectives of the poster
 - Any additional details/explanations to ensure we understand the poster
 - If sharing a link, be sure the share settings are set to, "anyone with the link can view."

4. Application: Implement - Healthy Living and Healthy Support!

Living a healthy lifestyle and making healthy choices makes us good role models for students. And, living for a healthy lifestyle creates resilience to overcome teachers from burnout! For this application, please choose one of the options below, and scroll to the assignment using the SMART Goal Wellness Template.

Option 1: Healthy Living!

Sadly, making unhealthy lifestyle choices is creating an obesity epidemic which is negatively affecting our health. For this option, review the resources below.

- "Obesity," from the Centers for Disease Control and Prevention
- "25 Real Teacher Lunches That Will Inspire You to Pack Your Own," from We Are Teachers
- "Study Finds Americans Eat Foods of Poor Nutritional Quality-Except at School," from Tufts University

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Option 2: Healthy Support!

Resources and support networks are what teachers need to stave off and manage teacher burnout. For this option, review the Instagram and Facebook resources and any of the downloadable/printable materials that are of interest to you, then complete the requirement that follows.

Facebook and Instagram

- Teacher Burnout Support on Facebook
- Resilience Revolution on Facebook
- Happy Teacher Revolution on Instagram

Optional: Downloadable/Printable Materials

- Posters From Move Your Way
- Interactive Activity Planner from Move Your Way
- Materials from Nutrition.gov
- Choose My Plate Activity Sheets
- Physical Activity Guidelines

As the Instagram post above says, no one springs from the earth a fully formed rock star teacher! As educators, it is important for us to use the support that is available, whether it comes from Facebook, Instagram, colleagues, friends, family, or professional health and wellness resources.

SMART Goal Wellness!

Now, using the option you selected, use the SMART Goal Wellness Template. to write a SMART goal for building your healthy living habits or your support network. Provide detail in the template to help us understand each of the sections in SMART.

Then, please provide a 1 paragraph or more explanation for why you selected the goal you did.

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Challenge the Status Quo

When discussing burnout, it is important to understand *burnout* is different from teacher *demoralization*. For this application, please complete one of the options addressing burnout and demoralization, and stress.

Option 1: Intrinsic Motivation- Burnout and Demoralization

For this option, review each of the resources below, then complete the activity that follows.

- Listen as Jill Anderson interviews author and professor of education Doris Santoro about the distinctions between demoralization and burnout.
- Review the article, "Many Frustrated Teachers Say It's Not Burnout – It's Demoralization," by Stephan Noonoo at EdSurge to solidify your understanding of teacher burnout and demoralization
- Watch, "Why Teachers in America are Leaving the Profession in Drove," by Harry Zahn and Winston Wilde, PBS NewsHour talks about the reasons why teachers are changing their career paths.

Now that you have reviewed the resources, write a 1-page or more letter to your team lead, department chair, or an administrator showing the distinctions between burnout and demoralization. The letter should indicate 1 specific example each of burnout and demoralization in your school or district.

All coursework is to be completed in the Teaching Channel online environment.

Focus on your school or district, and include 1 or more ideas to address burnout, and 1 or more ideas to address demoralization.

If you are not connected to a school or district, please provide general examples and ideas.

Please submit this letter with your Module coursework.

Option 2: Extrinsic Influence-Teacher Stress

As illustrated in the graphic below, teachers manage a rainbow of stressors. From "intense workload" to "lack of resources," teacher stress is one of the factors causing educators to leave the profession more than ever before. In fact, research from the U.S. Department of Education explains 50% of teachers will leave teaching within their first five years.

For this option, gain a deeper understanding about teacher stress by reading the articles all linked below then complete the assignment that follows.

- "How Much Do Teachers Struggle with Stress and Burnout?" by Seth Gershenson and Steven Holt, The Brookings Institution
- "Crayons and Cortisol: The Epidemic of Teacher Stress," from the graidenetwork.com
- "Teacher Stress and Health," from the Robert Wood Johnson Foundation

Clearly, the research warns us that teacher stress has negative affects on health and well-being. Now that you've read the articles, in a total of 1 page or more, summarize 3 new things you learned about the stress teachers experience.

3. Application: The Effect of Teacher Stress on Students

Incorporating mindfulness, mentoring, wellness programs, social-emotional learning, and working for organizational change are all strategies designed to decrease teacher stress and to stave off burnout, but how does teacher stress affect students?

Please begin by watching the video below, then read articles to learn about the effect of teacher stress *on students*.

- "When Teachers Are Stressed, Students Face More Discipline," by Brian Consiglio-Missouri
- "Teacher Burn-Out Also Impacts Students; Here's How," from Paper Blog

All coursework is to be completed in the Teaching Channel online environment.

While educator stress affects educators and students, awareness can help curb some of the student impact. This assignment will help you become more intentional with your reactions, and learn new strategies to help reduce your own stress level! Complete the following activity:

Replicate the table below, indicating 3 or more stress triggers, the reason for your reaction, and how you can react differently. You may extend the table to include more reactions, if you'd like!

Stress Triggers	Reason for the reaction	What I can do differently moving forward

Your responses within the table may be brief- see example for reference.

- Identify 3 or more of your "triggers."
- Why you react in this way.
- Explain what you can do differently to impact students' and your own stress level.

Example:

Stress Triggers	Reason for the reaction	What I can do differently moving forward
Students tapping their pencils on the desk	Sometimes I have trouble staying focused when I teach, and this is really distracting!	Provide a quiet fidget to replace the tapping pencil

Please submit your completed table with your coursework.

4. Application: The Emotional Labor of Teaching

Teaching can take an emotional and exhausting toll. For this application, read the articles and watch the video all linked below, then complete the assignment that follows.

- "The Mental Health Crisis Causing Teachers to Quit, by Stephan Noonoo
- "Teaching Your Heart Out: Emotional Labor and Need for Systemic Change," from Edutopia's Emily Kaplan
- "The Emotionally Exhausted Teacher," by Sathish Balu

All coursework is to be completed in the Teaching Channel online environment.

The resources above emphasize many reasons teachers feel drained and exhausted. To meet the requirement for this application, please complete the following:

Gather virtually or in-person with a colleague you trust to discuss teacher burnout. Prior to meeting with your colleague, create 3 discussion prompts to guide the conversation. Next, using the prompts, have a 15-minute or longer conversation about what you have learned in the course about teacher burnout.

When submitting your work for this module, in a total of one page or more, include:

- The role of the colleague who joined you in the conversation (teacher, administrator, etc.)
- The 3 discussion points you created to guide the conversation
- A one-paragraph or longer summary about your conversation about burnout
- Any ideas that were generated for managing burnout
- Steps you will take to manage burnout in the future

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.