



**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	Reclaiming Your Passion for Teaching with Balance and Bandwidth
Course Number	OL 5271
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:

"Bandwidth," is the term the course textbook authors use to describe what educators need in order to have the energy, passion, and time to feel balanced and successful. Complete the *Brain Energy & Bandwidth Survey* to measure and evaluate your current bandwidth, then explore sustainable strategies in individual and learning community pathways. Create a "Bandwidth Band," educator group to discuss what fills, or drains, your cup and design a vision board to encourage strong self-care practices. Learn ways to prioritize tasks, time management tips, and how work-life balance can make you an even more effective and efficient educator. Explore multitasking, how modern connections and disconnections steal focus, and understand how the basic needs of sleep, food, and exercise are the foundation for flourishing. This course will support all educators with actionable strategies, so you can feel your best both inside and outside of school.

Goals and Objectives:

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

1. Use prompts about reclaiming energy, passion, and time to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Design a vision board to support the tenets of educator self-care.
3. Collaborate with colleagues to discuss educator bandwidth and strategies for collegial support.
4. Implement procedures for prioritization and work-life balance.
5. Challenge the status quo related to individual and learning community pathways for filtering, focusing, and fueling to increase educator bandwidth.

Required Text/Reading:

Educator Bandwidth: How to Reclaim Your Energy, Passion, and Time by Jane A.G. Kise and Ann C. Holm

All readings and resources are linked within the online environment.

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

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

- Aschwanden, C. (2021, January 30). *To boost immunity, forget 'magic pills.' Focus on sleep, exercise, diet and cutting stress.* The Washington Post. From https://www.washingtonpost.com/health/boosting-your-immune-system/2021/01/29/256fd52c-3fc4-11eb-8db8-395dedaaa036_story.html
- Barmore, P. (2021, May 24). *Black teachers are facing racial battle fatigue on top of a stressful job.* The Hechinger Report. From <https://hechingerreport.org/black-teachers-ground-down-by-racial-battle-fatigue-after-a-year-like-no-other/>
- Brackett, M., & Cipriano, C. (2020, April 7). *Teachers Are Anxious and Overwhelmed. They Need SEL Now More Than Ever.* EdSurge. From <https://www.edsurge.com/news/2020-04-07-teachers-are-anxious-and-overwhelmed-they-need-sel-now-more-than-ever>
- Comer, J. (2022, March 17). *The Fallacy of Multitasking.* Psychology Today. From <https://www.psychologytoday.com/us/blog/beyond-stress-and-burnout/202203/the-fallacy-multitasking>
- Klein, A., & Lisna, A. (2021, December 6). *1,500 Decisions a Day (At Least!): How Teachers Cope With a Dizzying Array of Questions.* Education Week. From <https://www.edweek.org/teaching-learning/1-500-decisions-a-day-at-least-how-teachers-cope-with-a-dizzying-array-of-questions/2021/12>
- Mobile phones: The effect of its presence on learning and memory.* (2020, August 13). PubMed. Retrieved January 5, 2023, from <https://pubmed.ncbi.nlm.nih.gov/32790667/>
- Mullikin, J., Stauffer, B., & Jefferson, T. (2020, December 3). *A New Way to Think About Work-Life Balance.* Edutopia. From <https://www.edutopia.org/article/new-way-think-about-work-life-balance/>
- Terada, Y., & Jefferson, T. (2021, August 27). *Defending a Teacher's Right to Disconnect.* Edutopia. From https://www.edutopia.org/article/defending-teachers-right-disconnect?gclid=CjwKCAiAuOieBhAlEiwAgjCvckjs7RH42shcOYgVIDJrgngTL2fmjnsulERKubCSWTZ4S-ChtEIXpBoCKnAQAvD_BwE

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 how to reclaim your educator bandwidth-energy, passion, and time.
2. Summarize your previous knowledge or experience with reclaiming your educator bandwidth-energy, passion and time.
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 the assigned chapters in the course textbook and 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.

Begin your work on Module 1 by watching the video below with your... "...*chins-up, heads high,*" and remembering, we can do anything we put our minds to!

Why *Bandwidth*?-Chapter 1

- A. In Chapter 1 of the course text titled, "Educator Bandwidth," the authors explain what they mean by the term, "bandwidth." (To create intrigue, they include research on willpower and eating sweets vs. radishes when completing cognitive tasks). In your own words, share what educator bandwidth means to you.

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

- B. The authors want us to be comfortable measuring our level of bandwidth—and don't want to make us feel guilt, shame, helpless or self-righteous. To empower educators, they rely on a framework called "*Blameless Discernment*," so we can recognize when we are "judging or blaming instead of moving forward."

For this question, read the "Blameless Discernment" descriptions in Chapter 1 and review the headings below:

"Some people tend to over-assign blame to..."

- Their own actions
- To others
- To circumstances

After reading, share what "trips you up" on the days you are short on energy, passion, or time (bandwidth).

Bandwidth Survey-Chapters 2-3

- C. The *Brain Energy and Bandwidth Survey* is explained in Chapter Two. The authors ask you to complete the survey to understand your level of bandwidth as you begin reading the book.

So you understand your current bandwidth, take the survey online, or turn to the Appendix and complete it on pages 163-166.

As you take the survey, remember to keep an attitude of *blameless discernment*! That is, do not blame yourself, others, or your circumstances, when ranking your responses to the questions.

In addition, the authors encourage us to act as "curious observers," and to "take a step back" and realize we are the product of our choices. They also remind us we may be managing circumstances like caring for an ailing parent, planning an event, or grieving a loss when we take the survey. If that is the case, understand your survey results will look different today than if you take it in the months ahead.

Bottom line? Be gentle with yourself! The survey is intended to, "take your temperature," and measure your bandwidth. After taking the survey, keep your results nearby for reference as you work through the course.

For this question (c.), please submit: "*I have completed the survey.*"

- D. Now read "*Factors that Affect Whether Scores Match Perception*," in Chapter 2: Bandwidth Survey Results. After reading, summarize what you think about the survey by telling us if it accurately reflects your bandwidth and why.

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

- E. Choose one of the eight items where participants scored lowest on the bandwidth survey (see below), and tell us how you could increase your capacity for that item. Include how you can make it part of a healthy routine that can be used to protect your bandwidth.

The Eight Items Where Participants Who Took the Survey Scored Lowest
<ol style="list-style-type: none">1. I attend to emails at set times rather than constantly.2. I use power naps to clear my mind.3. I have regular meditation or yoga or other reflective practices.4. I avoid multitasking.5. I set aside uninteruptible blocks of time of at least 60 minutes to work on projects that require deep concentration.6. When I am driving, I don't text or talk on my phone.7. I have activities that allow me to relax my mind.8. I find time to follow my own creative pathways for learning, research, and problem solving.

- F. Low bandwidth scores mean people are "losing their ability to be energized, effective, efficient, engaged, and emotionally intelligent." Review, "Interpreting Your Results," on pages 148-149, then summarize how teaching (and life!) feels for you when you have low bandwidth.

Factors that Affect Bandwidth-Chapters 4-11

- G. According to the authors, most of us find ourselves busier, still tired, and more easily distracted, despite the promise that technology was supposed to make our lives easier. Describe how technology has both increased and decreased your capacity to manage your time.
- H. As educators, we always seem to be multitasking, you're teaching a lesson, and also monitoring a behavior issue on one side of the room, and giving a "look" to a student who is intent on poking their deskmate. After reading Chapter 7, describe your perspective on multitasking.
- I. Basics like sleep, nutrition, and exercise work in together to keep our bandwidth levels high and are covered in Chapter 8. Describe one routine you rely on to keep yourself healthy so you can thrive as an educator.
- J. When it comes to technology, some important questions are asked in Chapter 9:
- Who is your phone keeping you from seeing?
 - What is your phone keeping you from doing?
 - Why are you reaching for your phone?
 - How is your phone making you feel?

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

- When are you using your phone?

All of these questions are important to consider when we think about modern connections and disconnections. Review the list of questions, then summarize your thoughts about the “relationship” you have with your phone.

Module 2

1. Tell us about yourself!

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

2. Application: Collaborate-Bandwidth Band

To support you in reclaiming your energy, passion, and time, we’d like you to form a “band”...a Bandwidth Band, that is!

In Chapter 1, the authors strongly encourage the formation of a bandwidth band to discuss the book’s strategies and to provide support and encouragement for improving your educator bandwidth.

While authors Jane Kise and Ann Holm recommend a “band” of 3 or more educator colleagues, a duo works too! That is, find at least one colleague to discuss any of the following topics covered in the course text:

- My responsibilities and my community’s responsibilities
- Balancing priorities to maximize hardiness
- Filtering through possibilities
- Focus through mental habits
- Fueling your brain
- Staying connected
- Making time work for you

Begin this assignment by reviewing the Bandwidth Band Discussion Guide Questions at the end of one of the following chapters:

- Chapter 6: Filtering Through Possibilities
- Chapter 7: Focus Through Mental Habits
- Chapter 8: Fueling Your Brain
- Chapter 9: Staying Connected
- Chapter 10: Making Time Work for You

Next, prepare for the discussion with your band by reviewing the Discussion Guide (p.11) at the end of Chapter 1.

As you talk through the Bandwidth Band Discussion questions from one of the chapters, take notes, to include with the items on the list below, when submitting your work for this module:

- The first name(s) and roles of those in your Bandwidth Band/duo (Example: “Lilah-3rd grade teacher”)

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

- The chapter number (6, 7, 8, 9, or 10) of the discussion questions you used for your meeting
- Notes from your conversation, including: how your band was helpful in increasing your bandwidth, encouraging you to act, and providing support
- *Note: if you are not currently in the classroom and don't have access to colleagues, please complete Option 2 below

Option 2: Developing Good Bandwidth Habits

If you are not currently working in a school or don't have access to colleagues, please complete this option.

Have you heard it takes 21 days to form a habit? Read, "How Long Does It Really Take to Build a Habit," from Live Science to see the evidence!

Next, review Chapter 3 to learn strategies that support willpower, habits, and change and complete the "Key Strategies for Developing Good Bandwidth Habits" template to identify the 9 steps you will take to increase your bandwidth.

Include the completed template when submitting your work for this module.

3. Application: Innovate-Hardiness

In Chapter 4, the authors remind us about the things in our lives that are *our responsibility* versus our *learning community's responsibility*. This discernment is important, as it helps us understand what is ours to carry, and what is for others to carry. Acknowledging this helps us manage stress. There are many reasons educators experience stress: large class sizes, student mental health challenges, and the workload teachers carry, just to name a few. Factors like these, and more, contribute to educator burnout.

Beyond burnout, the articles below provide additional insight about the pressures teachers experience, and why many are leaving the profession. After reviewing the articles, complete one of the options below.

- "Why Black Teachers Walk Away," by Youki Terada at Edutopia
- "How Much Teachers Struggle with Stress and Burnout," by Seth Gershenson and Stephen Holt at the Brookings Institute
- "The Teachers Who Aren't Coming Back to School This Year Tell Us Why," from Chalkbeat

Option A: Hardiness: The "Right" View on Stress

There's no way around it, we all have stress. At the end of Chapter 4, the authors recommend the TED Talk, "How to Make Stress Your Friend," with Kelly McGonigal. Watch the YouTube clip below which summarizes the main points:

Kelly McGonigal | How to make stress your friend (Condensed Talk)

After watching the video and reviewing, *Hardiness: The "Right" View on Stress* section in Chapter 4, complete the "Hardiness: The "Right" View on Stress template. Completing the *template is your opportunity to mindfully consider the ways you manage stress!

When submitting your work for this module, include the completed "Hardiness" template.

Option B: Hardiness Through Relationships and Recreation

Have you heard the good news? An 85-year study from Harvard University reveals that close relationships are key to happiness; and not only *romantic* relationships, but those with friends, family, and colleagues, too!

Listen to the 2:56 minute summary about the study from the *Wall Street Journal*, then review Figure 5.1: *Work Life and Personal Life* to understand the synergy between them and our, seemingly elusive, quest to find balance!

Chapter 5 offers the following list, with descriptions, of the 4 big factors related to bandwidth. Choose one you want to focus on for this assignment:

1. Valuing Recreation
2. Focusing on people as well as tasks
3. Being present wherever you are
4. Choosing your reactions

Now, in two-paragraphs or more, summarize how you will act on the area of focus you selected (valuing recreation, focusing on people, etc.) Include information from the chapter to support your writing.

4. Application: Implement- Prioritizing and Work-Life Balance

As humans, we have learned that work-life balance is a journey, not a destination. Prioritizing our many responsibilities can feel like a never-ending feat that is continuously evolving, but there *are* strategies that can assist us in managing our time!

Begin by reviewing Figure 5.2: *The Journey of Work Life and Personal Balance* and think about the number of things you are balancing right now.

Then, watch this Big Rocks, Little Rocks video to see a demonstration (and visual reminder!) about the impact of prioritizing your "rocks."

After watching the video and reading about work-life balance in Chapter 5, list 10 or more *big* and 10 or more *little* rocks by completing a chart like the one we have below, or you create on your own. It is one thing to know about the many responsibilities you have—both "big" and "little," and another to see them written down. The list you complete is "evidence" of how much you are managing, and serves as a concrete example of where your bandwidth is being spent.

Next, in one paragraph or more, summarize how you manage your big and little rocks, including any time management tips you learned in the chapter.

When submitting your work for the module, include the chart with your 10 big and 10 little rocks, along with the one paragraph summary.

10 "Big" Rocks	10 "Little" Rocks
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

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) 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

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

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

Throughout the course text, at the end of each chapter, the authors provide "Individual Pathways," and "Learning Community Leadership Pathways," with real, achievable, strategies for success. These lists provide actionable steps we can take to manage our bandwidth!

For this assignment, we've created an interactive presentation, so you will have all of the pathway information in one place. Watch the presentation below which includes information on:

- Filtering Possibilities
- Focusing Attention
- Fueling your Brain

After reviewing the presentation and the information in chapters 6-8 about Individual and Learning Community pathways, select:

- One Individual Pathway you will commit to from each of the three chapters (3 pathways-one from Chapter 6, one from Chapter 7, one from Chapter 8)
- One Learning Community Pathway you will commit to from each of the three chapters (3 pathways-one from Chapter 6, one from Chapter 7, one from Chapter 8)
- You should have a total of 6 pathways

Include the *6 pathways you are ready to commit to* on this Pathway template, or on a chart you create. Include the completed template when submitting your work for the module.

3. Application: Connections & (Never Enough) Time

Staying connected *and* making time work for you may seem counterintuitive, but they are *two great things that go great together* (like peanut butter and chocolate in a Reese's Peanut Butter Cup!)

All kidding aside, this application provides you with the opportunity to take a closer look at how you can stay connected and still manage your time. Bravo!

For this application, complete one of the options below

Option A: Staying Connected

In Chapter 9, the authors reference the book, "*How to Break Up with Your Phone: The 30-Day Plan to Take Back Your Life*," by Catherine Price. Below is a quote from her book (the quote is also in the text on page 116):

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

To complete this option, we want you to play tic-tac-toe! (Yes, you read that right!) We created a game board template so you can play (see Figure 9.1).

Begin by printing the game board (or recreate it) and play tic-tac-toe with yourself by seeing how many times you can get three in a row on the tic-tac-toe board. Or, if you wish, you are welcome to create your own game board with things that are challenging for you!

Play the game alone or with your Bandwidth Band (!) for a day, a week, or even a month, then report how you did by replying to one of the following in one paragraph or more:

- I was never able to get three in a row on the tic-tac-toe board because...
- I was able to get three in a row on the tic-tac-toe board 1-3 times, and it was challenging/easy because...
- I was able to get three in a row on the tic-tac-toe board 4+ times, and it was challenging/easy because...

Option B: Making Time Work for You

We always appreciate realistic time management tips for teachers!

This video features a (delightful) teacher sharing 10 tips. Begin this option by watching the video below, then complete the assignment that follows:

10 Time Management Tips for Teachers: How to get more done during the day

Review the tips from the video and information from Chapter 10, then create a time management checklist you will post at your desk as a reminder, or that you will post electronically where you will see it at the beginning and end of each day. You are welcome to use the ideas from the video and the chapter, but be sure to customize them so they work for you!

Your checklist should include:

- A list of 5 or more time management tips/ideas
- A 3-sentence or longer description about each of the tips/ideas on your list
- Include your list and accompanying explanations when submitting your work for this module

3. Application: Fueling Your Brain

This is the course application you've been waiting for! At last, it is time for you to create a practice that will support your goals of taking good care of yourself so you can continue to be the teacher you want to be. We are with you all the way!

The strategies in Chapter 8 and noted in "Educators, You Have Permission to Take Care of Yourself, Right Now," by Megan Sweet from Mindful Schools provides encouragement!

To stay healthy & strong—so you can teach—and to be a role model, it is wise to start with the 3 basic tenets of caring for yourself and fueling your brain: sleep, exercise, and nutrition.

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

For this application, design a vision board for one of the topic options below. The articles, "How to Attract Anything Using a Digital Vision Board," and "How Vision Boards Work and How to Make a Powerful One for Yourself," both by Sarah Regan at Mind, Body, Green provide worthwhile information about how to create vision boards that manifest your goals. This free vision board maker from Canva can help too, or get out your scissors, paper, glue, markers etc. We'd like you to get creative and have fun with this assignment! Refer back to these articles as you create one of the vision boards below:

Option A: Sleep Vision Board

You know those nights when you don't sleep well and have to drag yourself through the day? This is your opportunity to design a vision board that promotes good sleep hygiene!

For this option, produce a vision board that includes manifesting one or more of the elements from Chapter 8 (see the chapter for ideas like: having a sleep schedule, not exercising late in the day, etc.)

When submitting your work for this module, include the link to your digital vision board or a photo of the physical (paper) board you created. We look forward to seeing it!

Option B: Exercise Vision Board

We liked what the authors had to say about exercise, "*it's not a luxury; your body was made to move.*" We wholeheartedly agree!

For this option, design a vision board that includes manifesting one or more of the following elements from Chapter 8:

- What's your *why*?
- Shape the path
- Find something you want to do
- Possible vs. perfect

When submitting your work for this module, include the link to your digital vision board, or a photo of the physical (paper) board you created. We look forward to seeing it!

Option C: Nutrition Vision Board

This vision board is about planning and purposeful mindful, healthy eating!

This article, "Mindful Eating, from Harvard University's School of Public Health, explains the benefits of paying attention to eating, when we are...eating.

For this option, create a vision board that includes manifesting one or more of the following elements from Chapter 8:

- Mind the basics
- Believe the experts
- Banish junk food

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

- Embrace mindful eating

When submitting your work for this module, include the link to your digital vision board, or a photo of the physical board you created. Post your vision board in a place where it can be a helpful, healthy reminder! We look forward to seeing it!

4. 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.