



LILIE, LLC Course Information

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Title of Course (*45 hours*): Reinvigorating the Teacher

Course Description: Although one of the most rewarding jobs, the emotional challenges associated with teaching can be both overwhelming and taxing on even the best educators. This course is designed to focus on what's important, what matters, and what has the greatest impact on our Educators, and us.

Overall Course Objective and Expectation(s): As a result of taking this course participants will better understand:

- The relationship between the pros and cons of an educational career.
- That educational challenges are universal and that a satisfying career requires maintenance and modification.
- That careers in education, though dynamic and ever evolving, are cyclical, and that the cycles can be productively managed.
- How to identify signs and symptoms of teacher burnout, as well as how to prevent and control career burnout through transition management techniques.
- That educational stress management techniques and lifestyle modifications are necessary in a life long career.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (*subject to change*): This bibliography contains references used in the course.
Bibliography:

- Freeman, W. & Scheidecker, D. (2009) *Becoming a Legendary Teacher*, California: Corwin Press.
- Deal, T. & Deal Redman, P. (2009) *Reviving the Soul of Teaching, Balancing Metrics and Magic*, California: Corwin Press
- Canfield, J. & Hanson, M. (2002) *Chicken Soup for the Teachers Soul*, Florida: Health Communications
- Harte, H. (2007), *California Dreamers: A Public Opinion Portrait of the Most Diverse Generation the Nation Has Known*, New American Media, Pacific News Services
- Williams D Life events & career change: transition psychology in practice. Brit.Psych.Soc. Symposium, Jan 1999.
- Herriot P, Hirsh W and Reilly P (1998) *Trust and Transition*. John Wiley and Sons.
- Lewis, M (2002) , *Breaking Free From Burnout in 30 Days! Secrets of a Burnout Survivor*, California: The Marketing Clinic
- Berglas, Dr. S (2001), *Reclaiming the Fire*. New York: Random House Inc.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s): Introductions: Educational Worth: The Value of Excellent Instruction: Challenges of Modern Day Education: Traits of Effective Instructors:

Objectives:

- To gain an accurate perspective of the class, including types of educational experiences, and expertise.
- To investigate and better understand the motivations behind entering into a career in education and consider some of the pros and cons of the commitment.
- To examine some of the unique challenges of the field and today's youth.
- To identify why some teachers become disheartened with their career, and more importantly, why some do not.
- To respond to evidence of long, effective, educational careers.

Impact on Classroom Instruction: The participants will better identify educational issues as challenges rather than obstacles. They will incorporate creative perspectives to improve their rapport with classroom materials, lesson plans, as well as create a re-inspired (and effective) classroom experience.

Learner Outcomes:

- Educators will recognize that common educational experiences lead to common educational efficiencies and solutions.
- Educators will be able to identify many of the common educational challenges of today's institutions and today's youth.
- Educators will be able to compare and contrast the career expectations entering into a career in education versus a more seasoned instructor.
- Educators will understand that many life long educators share many common traits.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Compare and contrast how the investigations into Educators concerns match our individual experiences.
- Post reactions to the research on why individuals enter into careers in education
- Post reactions to the research suggesting why individuals stay in careers in education

- Read the articles related to life long careers in education and post 2 commentaries; one identifying the traits of teachers who thrive in their careers and one suggesting why some do not
- Respond to one of the reflections of an inspiring educational experience
- Create a journal entry describing a particular educational experience



Week II

Topic(s): Individual Teacher Life Cycles: Researched Phases of The Teacher Life Cycle: The Family Life Cycle: Phases of Transition: Opportunities within Life Cycles:

Objectives:

- Distinguish the specific phases of a teaching career, and determine how they have, or have not, paralleled our own experiences.
- Consider how the phases of a career are affected by controlled variables such as subject matter, age, and gender.
- Compare and contrast the phases of a career and those of the Family Life Cycle.
- Investigate the various stages of transition and consider why some people transition better than others.
- Identify the universal themes (and opportunities) throughout a career in education.

Impact on Classroom Instruction: By understanding that careers have certain patterns, Educators will be able to identify ways to better prepare for changes throughout their careers. Also Educators will better incorporate transition management techniques to continue to effectively instruct throughout educational and environmental changes.

Learner Outcomes:

- Educators will be able to identify the specific phases within a career.
- Educators will understand that phase changes are natural and can be anticipated and managed to a certain degree.
- Educators will list and describe the different phases of transition, as well as the obstacles towards transition.
- Educators will learn to describe transitional phases as opportunities.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Briefly summarize the career life cycle
- Describe individual experiences within the career life cycle
- Identify the stages of transition and relate them to changes throughout an educational career
- Respond to the ideas that there is “soul” in education, and that teaching to make a difference “is the difference”
- Post a comparison between the career life cycles and the family life cycle.
- Create a journal entry describing a particularly difficult or easy time within your career and describe how transition management may have played a roll during that experience



Week III

Topic(s): Career Burnout: Teacher Burnout: The Family Life Cycle: Job Stressors: Dealing with Difficult Personalities: Quantifying Stress:

Objectives:

- Research and define teacher burnout.
- Identify signs of teacher burnout, and categorize traits of persons most susceptible to burning out.
- Determine what facets of a career in teaching cause the most stress, and could amplify the affects of burnout.
- Objectively consider exactly how stressed you are and why.
- Determine what elements of stress are more controllable than others.
- Quantify how much of a priority we place on dealing with individual stressors.

Impact on Classroom Instruction: Educators should recognize that burnout is a very real threat to quality instruction. By identifying the causes of “burnout” Educators should begin to consider a balanced plan to effectively manage career change, stress, and indifference.

Learner Outcomes:

- Educators will be able to identify and describe the dangerous symptoms of becoming burnt-out.
- Educators will recognize the predispositions and environmental stimuli that most often lead to burnout.
- Educators will have the skills needed to take a personal inventory and modify their individual paths to better manage their phase in the career cycle.
- Educators will learn how to identify stressful situations, persons, life styles, and being over committed.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE,LLC):

- Describe the characteristics of someone who is in danger of being “burnt-out”
- Compare the controllable variables within a career in education to those that are less flexible
- Describe two questions from one of the stress examinations that could easily be better managed
- Create a post that considers two difficult work place personalities that have become easier to work with
- Compose a developed and reflective post that describes two work place personalities that are still difficult to work with
- Create a journal entry that describes how being able to identifying unhealthy stressors, and developing an action plan, made a particular phase of your career easier to manage



Week IV

Topic(s): Identifying Realistic Career Goals: Stress Management: Healthy Aspects: Creating Balance: Career Resolutions

Objectives:

- Determine the difference between surviving and thriving in a career, and consider the elements of an appropriate work and life balance.
- Recognize the most productive forms of stress management; determine how often we prescribe to their methods versus how often we should.
- Identify ways to create balance at different phases of the teaching lifecycle.
- Investigate some of the more profound and advantageous aspects of educational careers.
- Formulate (or review and revise) career resolutions over the next year and investigate sample educational resolutions throughout the teaching life cycle.

Impact on Classroom Instruction: By infusing healthy stress management techniques Educators will be able to better manage the daily stressors apparent throughout a career in education. Educators will develop efficiency in their work by focusing on the most important aspects of their careers, as opposed to all aspects. Additionally, Educators will feel more comfortable either confronting workplace stressors or avoiding them by evaluating their realistic career goals.

Learner Outcomes:

- Educators will be able to describe the differences between doing enough to get by in a career versus enough to enjoy a career.
- Educators will be able to identify what helps them create an appropriate work life balance and how that has changed throughout their careers.
- Educators will analyze what stress management techniques are the most productive for a new teacher, a ten year teacher, or a “veteran” teacher.
- Educators will learn to develop an action plan that balances stress management, personal commitments, and our careers.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Discuss the characteristics of a veteran teacher who still enjoys teaching
- Identify several stress management techniques that change throughout the career life cycle
- Describe what elements of teaching create imbalance throughout the year
- Describe how infusing healthy stress management techniques can manage career imbalance
- Discuss what types of resolutions might help create balance for a 5 year teacher, a 10 year teacher, or a “veteran” teacher.

- Create a journal entry that describes how letting go of a prior personal career expectation has had an unexpected positive effect as well as one that describes a positive experience in your teaching career that made you laugh (and sometimes still does)