



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Teacher Rescue: Preventing and Reversing Burnout

Course Description: The role of an educator has increasingly become more and more demanding. In addition to being content specialists, or service providers, educators find that their roles encompass so much more than delivering instruction and/or services. Educators' daily work includes elements of counseling, caregiving, mentoring, mediating, coaching, and so much more. Over time, these demands can lead educators to feel "burnt out." This course will give participants the tools to recognize what teacher burn out is and how it negatively impacts teacher and student outcomes. Participants will go beyond identifying issues and will analyze research-based strategies, techniques, and actions to help prevent or reverse burn out. Educators will learn about the positive and invigorating effects of participating in PLCs, PDs, stress management activities, reflections, and leadership opportunities. Educators will discuss and analyze research-based, best practices that improve instructional strategies and collaborative approaches to student learning. Educators will examine their underlying personal beliefs, norms, practices, and assumptions, and reflect on how a student's race or culture may have influenced school culture. Educators identify they will implement to meet the needs of their students with a careful eye to how cultural responsiveness works to achieve this. Educators will synthesize fresh lesson plans and faculty presentations that improve student outcomes, and serve to prevent and reverse teacher burnout.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<p>Educators will</p> <ul style="list-style-type: none"> • explore and deepen understanding of teacher attrition. • examine the effects of teacher attrition vs. teacher retention on student outcomes. • determine factors that lead to teacher burnout and strategies to prevent and reverse attrition rates. • Examine how equitable practices address the needs of students who have been historically marginalized increase student outcomes • research remote sources that enable virtual interaction with other educators and experts as a means to invigorate and infuse teachers with techniques for teaching, management, mentoring, and leadership. These sources, websites and social media platforms include but are not limited to, Zoom, webinars, LICEE, Teacher in Room 6, We Are Teachers, Clever Classroom, LIASCD, APPR Think Tank.
<p>Topics</p>	<ul style="list-style-type: none"> • Introductions • Causes of Teacher burnout • Warning Signs, Causes and Tips
<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> • define and understand the concepts of teacher attrition vs. retention. • explore benefits of a cultivating a brave learning environment • learn the importance and ways to build equity • evaluate current school culture in their own school communities and how that impacts attrition or retention of their colleagues. • understand the factors leading to teacher burnout. • discuss strategies to prevent teacher burnout. • share how making positive changes to the classroom culture will positively impact wide cross-sections of diverse learners and can ultimately lead to increased teacher satisfaction. • be exposed to and discuss contemporary sources, websites and social media platforms include but are not limited to, Zoom, webinars, LICEE, Teaching in Room 6, We Are Teachers, Clever Classroom, LIASCD, APPR Think Tank, and Teacher Ready Mentor Blog • analyze the impacts of a teacher retention on an increase in student outcomes. • identify the characteristics of positive school culture and understand how to move towards a continuum of improved positive school culture thereby increasing student achievement and well-being. • know the importance of engaging all students and staff members in promoting an inclusive and positive school culture. • discuss and show students how to use contemporary blended and remote learning tools

Session II

Objectives	<p>Educators will:</p> <ul style="list-style-type: none"> • explore and deepen understanding of reciprocal and trauma-informed teaching. • examine the effects of teacher collaboration and mentoring programs as it relates to preventing burnout. • determine factors that create a positive school culture vs. a toxic school culture and how PLC's play a crucial role in those factors. • identify and question underlying personal and institutional beliefs and practices contributing to inequity. • research remote sources that enable virtual interaction with other educators and experts as a means to invigorate and infuse teachers with techniques for teaching, management, mentoring, and leadership. These sources, websites and social media platforms include but are not limited to, Zoom, webinars, LICEE, Teacher in Room 6, We Are Teachers, Clever Classroom, LIASCD, APPR Think Tank.
Topics	<ul style="list-style-type: none"> • How to prevent teacher burnout • Bias in the classroom • Midterm • Teacher Retention
Application to Instruction & Student Learning	<p>Educators will:</p> <ul style="list-style-type: none"> • identify the roadblocks to job satisfaction. • construct methods to effectively handle challenging situations and embrace positive mindsets and self-care. • identify avenues in which they can be change agents in the school community and become invigorated with leadership roles (create a mini-lesson). • understand the purpose of Professional Learning Communities and the role they play in building a supportive and caring network of professionals. • develop an inclusive action plan for ongoing efforts to establish a positive school culture with particular focus on the role of mentoring new teachers. • will examine implicit bias, its impact on our student, school community and ourselves as well as how to address your own • analyze the impacts of teacher leadership roles on student outcomes. • identify how positive school culture and healthy mindsets lead to increased student achievement and well being. • understand the importance of engaging all students in exciting and nurturing environment. • show students how to use contemporary blended and remote learning tools

Session III

Objectives	<p>Educators will</p> <ul style="list-style-type: none"> • employ various skills to enable the establishment of a culture of care for themselves and for their students. • explore stress reduction methods as well as methods to be mindful of student stress levels and needs. • take actions to be mindful of the diverse population of your school, and thereby the school culture • build upon their capacity to sustain a positive school culture and educator colleagues about positive, stress reducing techniques. • research remote sources that enable virtual interaction with other educators and experts as a means to invigorate and infuse teachers with techniques for teaching, management, mentoring, and leadership. These sources, websites and social media platforms include but are not limited to, Zoom, webinars, LICEE, Teacher in Room 6, We Are Teachers, Clever Classroom, LIASCD, APPR Think Tank.
Topics	Strategies for Self-Care

	<p>District Wellness School Climate and Culture How to address bias in your school</p>
<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> • construct methods to effectively handle challenging situations and embrace positive mindsets and self-care. • identify avenues in which they can be change agents for positive mindsets among colleagues. • understand the purpose of Professional Learning Communities and the role they play in building a supportive and caring network of professionals. • create stress-management and positive mindsets presentations to faculty members. • explore and discuss contemporary sources, websites and social media platforms • analyze the impacts of a teacher well-being and the relationship to student outcomes. • identify the characteristics of positive school culture and positive stress management techniques and they relate to increasing student achievement and well-being. • know the importance of engaging all students and staff members in promoting work-life, school-life balances. • show students how to use contemporary blended and remote learning tools

Session IV

<p>Objectives</p>	<p>Educators will</p> <ul style="list-style-type: none"> • explore and deepen understanding of teacher leadership opportunities as a means to invigorate one’s own outlook. • examine the effects of teacher collaboration and mentoring programs as it relates to preventing burnout. • determine factors that create engaging educational experiences for educators and students. • research remote sources that enable virtual interaction with other educators and experts as a means to invigorate and infuse teachers with techniques for teaching, management, mentoring, and leadership. These sources, websites and social media platforms include but are not limited to, Zoom, webinars, LICEE, Teacher in Room 6, We Are Teachers, Clever Classroom, LIASCD, APPR Think Tank.
<p>Topics</p>	<p>Teacher Leadership Teacher Collaboration and mentoring programs Preventing Teacher Burnout Final</p>
<p>Application to Instruction & Student Learning</p>	<p>Educators will:</p> <ul style="list-style-type: none"> • examine the role of leadership as it pertains to preventing and reversing burnout. • analyze the relationship between teacher leadership and improved positive work environments. • create presentations for colleagues with a goal to turnkey strategies to prevent and reverse teacher burnout. • engage in dialogue via Google Docs, or the like, to brainstorm, collaborate, and share out ideas and resources that would pertain to application in the classroom and school building. • be exposed to and discuss contemporary sources, websites and social media platforms • understand the connection between teacher leadership and improved student outcomes. • analyze the positive effects teacher mentoring ultimately has on student achievement and well-being. • share out exciting and innovative instructional techniques that are motivating to students and teachers alike. • show students contemporary blended and remote learning tools