

COURSE TITLE:	WHEN TEACHING GETS TOUGH: Smart Ways to Reclaim Your Game	WA CLOCK HRS:	30
		OREGON PDUs:	30
		PENNSYLVANIA ACT 48:	30
NO. OF CREDITS:	3 QUARTER CREDITS [semester equivalent = 2.00 credits]		
INSTRUCTOR:	Suzanne Warner sw11235@yahoo.com		

COURSE DESCRIPTION:

As a teacher do you ever feel overwhelmed? Burned-out? Do you feel as if you can't get through to some students? That you lack administrative support? That you cannot connect with some parents? That you can't get away from negativity when you go to the lunchroom or pass certain teachers in the hallway? That you lack important resources for yourself or your students? Perhaps you just can't break out of your own rut.

When Teaching Gets Tough offers practical strategies teachers can use to make things better right away. The text offers specific and distinct examples and strategies for addressing a plethora of difficult situations, as well providing as reflective opportunities and specific sections designed for administrators. The supplemental readings offer even more ideas and opportunities for exploring solutions. Once the course is completed, teachers will feel back on top of their game, re-energized, and know that they are making a positive difference in their lives and the lives of their students.

This course is appropriate for all grades, K - 12 including teachers, para-educators, counselors, and other support personnel.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

- Manage difficult students
- Work with unappreciative and irritating adults
- Make the best of an imperfect environment
- Find time to take care of themselves.
- Reclaim and sustain their energy and enthusiasm for teaching.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
 2. Completion of Learning Application assignments 40%
 3. Completion of Integration Paper assignment 30%
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CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION**REQUIRED TEXT**

Required text, *When Teaching Gets Tough: Smart Ways to Reclaim Your Game*, is available used from Amazon.com for approximately \$4.

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MATERIALS FEE

Course text, *When Teaching Gets Tough: Smart Ways to Reclaim Your Game*, is approximately \$4 on Amazon.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**A. INFORMATION ACQUISITION**

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: COURSE FORUM - Introduce Yourself

Read the Introduction and Chapter 1: The Big Picture: Attitudes and Strategies in *When Teaching Gets Tough*. Then in 1-2 paragraphs, introduce yourself, share what you hope to gain from this course, and on a scale from 1 to 5 (1 = not a problem, 5 = source of great stress), rank each of the following issues on how it affects you:

- Disruptive/Unmotivated Students
- Lack of appreciation from colleagues, administrators and parents
- Inadequate resources
- Lack of attention to yourself

Feel free to respond to any other postings from educators who are also taking this course.

Assignment #2: Strategies for Working with Difficult Students

Read Chapter 2: Strategies for Working with Difficult Students in *When Teaching Gets Tough* as well as the following three websites:

<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/532/Compassionate-Discipline-Dealing-with-Difficult-Students.aspx>

<https://study.com/blog/dealing-with-difficult-students-classroom-management-tips.html>

<https://www.edutopia.org/article/strategies-managing-challenging-student-behaviors/>

In 250-500 words, what parts of these readings resonated with you? What strategies do you think might work for you and your students? Are there any that you think you will find difficult or cumbersome to implement? Why? In addition, consider the following questions in your reply:

- What are your thoughts on the six pillars for success?
- How do you see yourself in regard to the three roles for teachers?
- From the website Edutopia article *Strategies for Managing Challenging Student Behaviors*, which strategies/tips do you think

- would most help you, the teacher?
- From the website Compassionate Discipline: Dealing with Difficult Students, what key points appeal to you the most?

Assignment #3: Working Successfully with Unappreciative or Irritating Adults

Read Chapter 3: Working Successfully with Unappreciative or Irritating Adults in *When Teaching Gets Tough*.

Complete **the Review Questions**.

In 250-500 words, identify what portions of this chapter are most applicable to you and how you could incorporate some of the strategies into your day. Consider the following questions in your response:

- Which strategies for getting the appreciation you need and deserve do you think are most applicable to you?
- What tips from the getting support from your administration section would work best for your conversational style and personality?
- Which of the strategies presented in the Difficult Colleagues sections could work for you?
- Which one or two of the baker's dozen from the parent support section could be successful for you?

Assignment #4: COURSE FORUM - Making the Best of an Imperfect Environment

Read Chapter 4: Making the Best of an Imperfect Environment in *When Teaching Gets Tough* as well as the following websites:

<https://www.weareteachers.com/free-teacher-resources/>

http://www.educationworld.com/a_curr/profdev/profdev102.shtml

<http://www.freetech4teachers.com/2010/09/10-ways-to-get-free-money-classroom.html>

- Brainstorm your wish list of things and personnel you would like to have to help you do your job more effectively. Next, consider people in your school, community, and local organizations that could possibly obtain supplies and/or volunteer hours.
- If there are postings in this space, read the comments from others, respond to any posts, and share other websites you have found that are useful for teachers to obtain free or inexpensive resources.
- Then in 250-500 words, write a summary analysis of the readings, your wish list and possible resources, and share ideas of how you can make the best of an imperfect environment.

Assignment #5: COURSE FORUM - Taking Top-Notch Care of Yourself

- Complete **the Review Questions**.
- In 1-2 paragraphs, share how you take care of yourself physically and emotionally. Feel free to share any websites, tools or ideas and also feel free to respond to any other postings from educators who are also taking this course. If there are other posts in this assignment space, read and respond to at least one.
- Then in 250-500 words, write a culminating analysis of the reading, sharing your top 3- 5 take-aways from the book and/or websites, share what you learned and how you will use your new knowledge.

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #6: Experience & Understanding

Think of one not-so-positive experience you have had involving each of the following situations:

- Disruptive/Unmotivated Students
- Lack of appreciation from colleagues, administrators and parents

- Inadequate resources
- Lack of attention to yourself

Describe each experience. After reflecting and considering what you have learned in this course, if this same scenario occurred again, how would you respond/react differently? How would your new response change the outcome? Write 500 words (or more).

Assignment #7: Implementation

Implement some of the strategies you learned in this course. You may want to focus on one area, perhaps the one where you face your biggest challenges. After a 2 to 3 week period, evaluate the effectiveness of the strategies. Share the details of your implementation, thoughts about what went well, and what was challenging. Write 500 words (or more).

Note – If you currently are not in your own classroom, you are welcome to implement within your own family, friend's children, other children/students with whom you may come in contact. Please contact me if you need more ideas for modifications.

Assignment #8: Mentoring

Mentor another teacher in the methods and information from this class and observe her/him in the classroom. Again, you may want to focus the mentoring on the one area where that teacher faces the most challenges. Write 500 words (or more) summarizing your observation, results, and reflection.

Note – If you currently are not in your own classroom, you are welcome to mentor a co-parent (if applicable), a friend, family member, etc... Again, please contact me if you need more ideas for modifications.

Assignment #9: (500 LEVEL ASSIGNMENT)

In addition to the 400 level assignments, complete one of the following:

Option A)

Prepare a PowerPoint for staff and colleagues about ways teachers can reclaim their game in which you share the key concepts, strategies and potential outcomes from the course readings.

OR

Option B)

Conduct additional research via periodicals, online articles or videos (a minimum of two) in one or more of the following areas - disruptive/unmotivated students - lack of appreciation from colleagues, administrators and parents - inadequate resources - lack of attention to yourself. Document the key points you learned in either a mind map or 2-page paper. Include an analysis of how this research supports or contrasts with the course text and readings.

OR

Option C)

Read one of the books listed in the bibliography of this syllabus or the textbook. Write a 2 - 3 page reflection comparing the premise of your chosen book to that of *When Teaching Gets Tough: Smart Ways to Reclaim Your Game*

C. INTEGRATION PAPER

Assignment #10: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Suzanne Warner, M.S., received her Masters Degree in Education from the University of Rochester, New York. She has taught mathematics in the middle school, high school, and college settings, most recently in Oregon. Suzanne has been lauded by administrators, colleagues, students and parents regarding her teaching and classroom management skills. Her students enjoy learning in a respectful, productive environment, where each student is in control of her/his own learning and behaviors. She strongly believes that all students want to do well, and creates a teaching environment for them to succeed.

When not in the classroom, Suzanne enjoys spending time with her family reading, hiking, backpacking and traveling.

BIBLIOGRAPHY

WHEN TEACHING GETS TOUGH: Smart Ways to Reclaim Your Game

Anderson, Mike, *The Well-Balanced Teacher: How to Work Smarter and Stay Sane Inside the Classroom and Out*, 1st Edition, Association for Supervision and Curriculum Development, 2014, paperback, 191 pages, ISBN: 978-1416617556, Many students arrive at school with unique mixtures of family histories, traumatic experiences, and special needs that test our skills and try our patience. In *Hanging In: Strategies for Teaching the Students Who Challenge Us Most*, veteran educator Jeffrey Benson shows educators the value of tenacity and building connections in teaching the students who most need our help..

Benson, Jeffrey, *Hanging In: Strategies for Teaching Students who Challenge Us Most*, 1st Edition, Association for Supervision and Curriculum Development, 2010, paperback, 125 pages, ISBN: 978-1416610694, You have to take care of yourself before you can help someone else. If teachers are stressed out and exhausted, how can they have the patience, positive energy, and enthusiasm to provide the best instruction for students? Author Mike Anderson asked that question as a teacher himself, and the answers he found form the basis of *The Well-Balanced Teacher*. He found that teachers need to take care of themselves in five key areas to keep themselves in shape to care for their students.

Fay, Jim, *Teaching with Love and Logic: Taking Control of the Classroom*, 1st Edition, Love and Logic Press, 1995, paperback, 399 pages, ISBN: 978-0944634486, Teachers often find themselves facing a variety of classroom situations never covered in initial training. This valuable resource helps teachers increase skills, enhance professional development and maximize classroom learning time. Discover why Love and Logic works in the school environment and understand the psychological reasons for its effectiveness. Jim Fay and David Funk's truly positive approach and time-tested ideas and strategies will empower teachers to effectively manage classroom dynamics while bringing the joy back to teaching.

Marzano, Robert J., Jana S. Marzano, and Debra J. Pickering, *Classroom Management That Works: Research-based Strategies for Every Teacher*, 1st Edition, Association for Supervision and Curriculum Development, 2003, paperback, 143 pages, ISBN: 978-0871207937, How does classroom management affect student achievement? What techniques do teachers find most effective? How important are schoolwide policies and practices in setting the tone for individual classroom management? In this follow-up to *What Works in Schools*, Robert J. Marzano analyzes research from more than 100 studies on classroom management to discover the answers to these questions and more. He then applies these findings to a series of "Action Steps"--specific strategies that educators can use.

Myers, Bobbie, *Free Yourself from Negative Thinking: 21 Positive Ways to Stop Worrying, Relieve Stress & Be Happy (Positive Thinking and Mindfulness)*, 1st Edition, CreateSpace Independent Publishing Platform, 2015, paperback, 38 pages, ISBN: 978-1514632086, Here is a preview of what you will learn from this book: • The positive thinking lifestyle • Tips to clean up by removing negativity • Techniques to move on by developing positivity • Lifehacks to stay happy • True stories of positive thinkers and how the lifestyle influences their lives Once you have this collection of tips, techniques and lifehacks plus added inspiration from the example of positive thinkers, then you can begin your journey towards freedom from negativity and achievement of positivity.