ADVANCEMENT COURSES™
A Wiley Brand

Creating Work-Life Harmony in Teaching

15 Clock Hours
Why should teachers take our courses?

**A Focus on Student Success**
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

**Classroom Applicable**
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

**Authentic Assessments**
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

**Reflective Practice**
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

**Connection to Special Populations**
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

**Professional Learning Community**
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Creating Work-Life Harmony in Teaching

Course Description

Teachers have heard about work–life balance for years, and for many, the idea has caused nothing but guilt and frustration. After all, the boundaries between “work” and “life” can easily blur, and it doesn’t always make sense to try to devote equal amounts of time and energy to both. Instead of trying to achieve perfect balance at all times, work–life harmony seeks to help every part of your life coexist in a way that’s both satisfying and attainable.

In this course, you’ll learn how to create work–life harmony using an integrated and holistic approach that helps you blend work and play more seamlessly into your life. With an eye on increasing your passion for teaching, you’ll explore effective methods of determining how and where to invest your time and energy, and how to handle disruptions to your schedule. In addition, you’ll get practical tools for managing the time-consuming parts of your job such as emails and paperwork, and for coping with stressors through healthy physical and emotional habits.

Using the techniques from this course, you’ll be able to create a personalized set of practices that will help you maximize what’s most important in your personal and professional life.

Connections to Practice

This course provides the following classroom connections:

- Techniques for understanding the importance of optimizing harmony in your work and home environment
- Methods for recognizing how your job satisfaction and personal life may be suffering due to a work–life imbalance
- Ways to assess your current work–life balance and identify both strengths and areas for growth
- Exercises that help you manage your physical and emotional health in order to maximize your energy, alertness, and focus
- Tools to help you organize your workload and manage your time efficiently
- Practices that help you identify what is most important to your personal and professional growth, and how to direct your time and energy to achieve those goals

Course Outcomes

In this course, participants will:

- Examine the benefits of work–life harmony and the detrimental effects on teachers when it is missing.
• Apply specific organizational strategies for managing aspects of workload, including e-mails, paperwork, and other obligations.
• Evaluate different stressors of the work and home environment in order to assess your specific needs.
• Discover healthy physical and emotional habits to improve overall well-being and success at work and at home.
• Develop goals and methods for success at meeting personal and professional needs.

Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy

Domain 3: Instruction
3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
4a Reflecting on Teaching
4e Growing and Developing Professionally
4f Showing Professionalism

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

• Provide the learner with multiple means of representation.
• Provide the learner with multiple means of action and expression.
• Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

• Online reading, viewing, and listening resources will be provided in each module.
Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation&lt;br&gt;Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
</tr>
</tbody>
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*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.
Final Project

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
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<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates superficial information about course concepts. The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Project’s alignment to course learning outcomes is unclear or absent.</td>
<td>Project aligns with 1–2 course learning outcomes.</td>
<td>Project aligns with 2–3 course learning outcomes.</td>
<td>Project aligns with 3–5 course learning outcomes.</td>
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Course Outline

Module 1

Finding harmony, or a “work-life balance,” is not always so easy in the teaching profession. Teachers work in environments where they are on display and constantly being asked to flex one way or another, group and individualize, as well as plan, execute, reflect, and regroup. Usually many teachers find their own rhythm when the school year is well underway, but how can one recognize when that rhythm becomes unbalanced? How can one evaluate the right method to help bring harmony back to life in their work and home environments? What effects will this lack of balance have on a person if not identified? You will research the importance of healthy work-life harmony so that you can identify signs and symptoms related to a stressful work or home environment. You will use methods and strategies to manage your time effectively.
and be able to organize daunting tasks in order to overcome barriers to a strong work-life balance.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Recognize the importance of healthy work-life harmony and how it can increase teacher productivity.
- Interpret signs of an imbalance in the work or home environment in order to find harmony.
- Apply methods for overcoming obstacles and disruptions to work-life harmony.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

- **Self-Reflection and Goal Setting Activity:** in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.
- **Introductory Forum:** in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
- **Module 1 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 1 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

**Module 2**

How does one find the time to balance the demands of teaching but still maintain a personal life, hobbies, friends, and a family? Teachers often feel a responsibility to support their colleagues, students, and school even when they are not working. It is not surprising then that as a teacher, you may find it difficult to find a balance or create harmony between your personal life and your professional life. The key to a successful work-life balance is to first assess your home and work environments. Once you have assessed your current work-life balance, you can begin to set some goals related to creating, changing, or maintaining a balanced lifestyle.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Research signs and symptoms related to stress in the teacher workforce.
- Implement methods of stress reduction in your professional and personal settings.
- Generate personal and professional goals to achieve a healthy and attainable work-life harmony.
Agenda

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

- **Module 2 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.

- **Final Project**: For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.

Course Evaluation Survey

Technology Requirements

Please review the [System Requirements for Moodle](#).

Netiquette Policy

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.

- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.

- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.

- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

Compliance With the Americans With Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to [support@advancementcourses.com](mailto:support@advancementcourses.com) at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.
Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.

*Plagiarize:* “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” *(Webster’s new collegiate dictionary, 1973, p. 870).* This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

*Cheating:* Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

References


Grant, V. (2018, October 31). 4 steps to work-life harmony as a school leader. *Integrity Coaching Blog*.


McLoud, S. (2019, June 10). I get paid for 180 days of work each year, but I actually work more than 250. WeAreTeachers.

National Institute of Mental Health. (n.d.). 5 things you should know about stress.

ParticipACTION. (2018, January 17). 5 ways tracking progress helps you reach your goals.


Watson, A. (n.d.-b). 3 sneaky ways perfectionism is holding you back (Even if you think you’re not a perfectionist). The Cornerstone for Teachers.
Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

Our extensive online curriculum includes over 280 graduate-level, self-paced courses in 20 different subject areas covering both foundational topics and emerging trends in K-12 education.

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