Design Blueprint for a Course on Combating Stress and Teacher Burnout

The Effects of Teacher Burnout on Attrition: Importance of Self-Care

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Acknowledgments

I would first like to thank my mom. Many do not know that she passed away on September 9, 2020- right at the start of this program. Before her passing, I asked her what to do about grad school. She said, “no matter what, keep going and finish strong.” Many days were rough to get through, but knowing that she wanted me to finish kept me going. I couldn’t have continued without the guidance of my family as well. They are a significant factor in why I pursued this degree. It was a constant push to get it done because it was what my mom would have wanted.

I would also like to thank Dr. Yates for his consistent example of what an educator should embody: patience, joy for the content, and feedback. Your joy that was brought to each class and getting to know each of us personally truly made the experience of this program an amazing journey to take. I am thankful for the opportunity to learn under your guidance.

Last, but not least, I would like to thank Lisa and Jenelle for always being there to help out when needed. I appreciate all of the insight, laughs, and friendship. I know that your advice and feedback have made me a stronger Instructional Designer, and I am thankful. Without either of you, I would not have made it this far.

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Abstract

Over the course of decades, educators across the United States have felt their stress and feelings of being overwhelmed increasing over time. Many educators have been feeling an extreme sense of burnout the longer they stay in the profession. This is an increasing issue that lies within the Atlanta Public School System (APS), as well. Currently, there are no programs available to educators in the APS school district to combat the burnout that they feel in their personal and professional lives. The purpose of this curriculum is to help educators combat burnout by assisting them in creating and implementing personalized self-care plans and learning how to conduct crucial conversations with the leadership in their school communities. Through the application of the social cognitive theory as a theoretical approach, the curriculum will be facilitated in two workshops that will last one hour each. Educators will have the opportunity to complete the workshops in person or virtual in which they will unfold the meaning of teacher burnout and how it affects them differently. Once the learners complete the workshops, they will be able to implement a personalized self-care routine and effectively conduct a crucial conversation with their school leaders to help reduce their stress and combat teacher burnout. To ensure that learners have comprehended the workshop's objectives, they will be required to complete a simulated crucial conversation while using the five steps for effectively conducting a crucial conversation. A completed implementation of the workshop is provided along with an evaluation plan to measure the learners' achievements in the workshop for the outcomes and goals. If teachers are not given advice or guidance on how to maintain and reduce their burnout and levels of stress, then more educators are going to continue to leave the profession, and the teacher shortage will continue to grow. With the facilitation of this workshop and curriculum,

learners will be able to learn how to reduce their stress and maintain their role in a career that they once enjoyed.

Needs Assessment

The following course will be designed to guide educators to help promote mental health awareness and the importance of self-care. This course will be designed by an education consulting agency called Root of the Matter EDU. A core part of their mission is to provide educators (preferably first and second-year educators) access to tools and resources that will help their socio-emotional wellbeing and keep these effective educators in the classroom where they belong. Through the sessions and professional development training, educators will learn to advocate, create boundaries, and implement a self-care routine to create a balanced work and professional lifestyle.

The professional development will work with K-12 educators to understand the meaning of teacher burnout, how it affects them professionally and how self-care is beneficial to combating the burnout they feel personally and professionally. This PD will help K-12 instructors build their self-efficacy and confidence in themselves personally and professionally by allowing them to explore issues related to burnout, discuss how it affects teachers, and affirm that they are not alone. Once K-12 educators understand how burnout affects them and what they can do to combat it, they will have a deeper appreciation for self-care and implement a weekly personal and professional self-care routine into their daily schedules based on their comfortability. Walker (2017) conducted a study to assess teachers' perception of stress, self-efficacy, and mindfulness after mindfulness training. Results showed that teachers' stress levels decreased, their self-efficacy increased, and they reported feeling joyful and enthused after participating in their PD/course. This workshop is important because educators deserve to feel confident and effective in their profession. The jobs done daily can not be done effectively if the

educator is not at their best.

There is a very small pool of resources available for educators to help them learn about and understand burnout. Curry and O'Brien (2012) defined burnout as "characterized by emotional fatigue, disengagement, irritability, and apathy resulting from the work environment (pg. 179)." Within these resources, it is rarely mentioned how to alleviate stressors. Equipping educators with the proper tools, resources, and communities of support may increase teacher retention. There is a need for this course because of the lack of educators staying in the field. Rosenow (2012) notes that close to 30% of teachers leave education within their first year of service and an increasingly larger number in more disadvantaged areas (pg. 88). Each year, the attrition rate increases, meaning that teachers leave the classroom more at alarming rates. Researchers Sass et al. (2011) mentioned that while many administrators attempt each year to improve the teacher shortage and staff learning environments with quality educators, the phenomenon of teacher burnout and attrition are affecting these rates. As stated previously, educators are leaving due to a lack of care and resources that aren't being provided to support their mental health. The purpose of this course is to equip educators with the appropriate resources and tools to combat the issues that are faced with in their profession daily and, in return, affect their personal lives.

Many educators struggle with identifying that they are affected by burnout and its implications. Maslach and Leiter (1997) researched a group of educators and found they were chronically exhausted, became cynical and detached from their work, and felt increasingly ineffective on their job. This is detrimental to the scholars that the educators are interacting with within their classrooms because they are the ones who suffer in the long run. The hope is that

with the resources and tools that become available through this course; as a result, teachers will feel more confident in their ability to instruct because their self-efficacy and motivation have increased. Also, teachers will learn the importance of separating their personal and professional lives. Research has shown that something needs to be done to help combat the increased rate experienced educators leave the profession. Watt's (2009) examination of mindfulness training and teacher outcomes supports my argument for this professional development. The authors documented that educators who participated in their study felt more valued and were willing to stay at their schools two times the average rate. Teacher empowerment allows teachers to feel their best and be effective in their profession.

According to Smith and Ragan (2005), there are three approaches to needs assessments: problem, discrepancy and innovation. A problem model needs assessment was conducted to help identify the issue and determine the best course of action to address the issue of burnout for educators. First, it was determined that a problem needed to be addressed. Both research and teachers at my site have expressed concern about feeling overwhelmed and lacking help to combat stress. The problem is that educators are leaving the profession at an alarming rate due to the burnout and anxiety that they experience daily. The following questions were answered below to help determine:

Many educators' performance is directly related to this problem. The list is endless with the number of tasks an educator must complete. For example, teachers must create and execute lesson plans, analyze the data produced by their students' work, participate in weekly data meetings, professional developments, IEP meetings, and sit at duties to help make sure their school and students are safe. As Rosenow (2012) stated, teachers describe many issues of being

overworked, external pressures, and lack of compensation and opportunities for professional growth (p. 88). These stressors cause teachers to be burnt out and not feel that they can thoroughly do their jobs. This affects the teachers, scholars, and schools because the teachers lack the self-efficacy to properly do their jobs which causes them to want to leave the profession. Once they leave, scholars are left without a teacher and are not receiving an adequate education.

It is believed that the cause is related to employee performance. Because educators' mental health is affected by burnout, their performance is directly affected. Few resources are currently being offered to educators to help in this particular area. It is safe to say that an innovation model process will be the best course of action. A solution to this problem may be that learners participate in a course that focuses on self-care and creating self-care routines to reduce the amount of stress and burnout that they feel daily.

As stated before, the retention rate for educators staying in the classroom is decreasing at an alarming rate, especially in urban school areas. Having teachers who can put themselves first for the sake of their mental health to ensure that they are their best selves for the students will only make a more substantial impact on their scholars and schools. This will allow educators and their administrators to work together for the greater good of the students because teachers will ensure to advocate for not only their students but also themselves.

Description of the Learning Environment

The course is intended to be asynchronous and/or synchronous, depending on the learner's availability. Teachers will have the option to complete the one-hour course virtually through the organization's website or in person at one of the workshops. Schools and their districts may also invite the organization to hold a one-hour professional development session at

particular schools. The intended instructor should be confident in working with presentations through Microsoft PowerPoint, Google Slides, or Prezi. The instructor is preferably a veteran educator who has been through a few of the training hosted by the organization: Root of the Matter EDU. The instructor must be able to analyze and comprehend the mission and purpose of the organization and why the work needs to be done to improve the attrition of educators in the k-12 school system. This course is being created since there is a lack of resources and tools available to educators to manage and combat stress. Gold et al. (2010) and Watts (2010) mentioned in their studies the lack of resources and tools at an educator's disposal to mindfulness and advocacy. There are many articles and literature that are available for educators to use to possibly help alleviate some of the stress that they feel on a daily basis. Still, the workshops or professional development created a lack of specificity in helping educators personalize their teacher self-care routine to decrease the stressors of their profession. The specifics of a teacher's self-care routine entails setting boundaries, creating a work schedule that allows them to complete all of their daily tasks (like grading, lesson planning, etc.), or involving themselves in teacher workshops.

The intended learning environment varies depending on the school's availability. The environment should include an overhead projector and hookup capabilities for a computer to access presentations, videos, and interactive activities. This space should allow individuals to get up, move around, interact in groups, and find quiet spaces to self-reflect. Because the schools that the course will be implemented vary within the school district and state, it is difficult to focus on just one. As stated previously,the purpose of this design blueprint, we will take a look at the Atlanta Public School District. The mission of APS is to transform public education by

providing more students with access to genius-awakening education built on small-sized classrooms, scholarly excellence, socioeconomic integration, and holistic growth. The mission does an excellent job in helping young scholars grow professionally and academically, but it lacks its employees' recognition. On the APS website, one will see a host of tools and resources geared towards helping students success and development. Examples include resources for spanish speaking students, transportation policies and safety plans, tools and resources for building the social emotional skills of a scholar post-pandemic. As one navigates through the site, you will notice statements by the superintendent, community, educators, and district leaders that propose that students' mental, emotional, academic and social being will be met. One the webpage that discusses the mission, it only mentions the well- being of the students that the city serves. APS does not mention within their website any resources for their educators to help combat stress or burnout. Students should be the number one focus of the district, but there is a lack of understanding that educators are just as crucial as scholars. Without the teachers, the purpose of schooling would fall apart.

Primary and Supporting Typologies

Primary Typologies. The primary learning environment that this course will take place in is a synchronous environment. This environment is believed to be the most beneficial because facilitators are able to make a deeper connection with the learners, along with allowing learners to have a deep level of motivation because their intrinsic motivation would be stimulated in the moment by allowing them to connect with their peers and leadership.

Secondary Typologies. The secondary option for the learning environment of the course is an asynchronous learning environment. While learners have the opportunity to complete the

work at their leisure, they run the risk of not completing the assignments and not receiving the full benefits of the course. All of the materials from the primary option will be available to learners in the secondary option, they will receive a delayed response to questions, comments and feedback.

Design of Learning Environment

In this section, the design of the learning environment will be discussed. It is designed to help educators understand the meaning of teacher burnout and how it affects them daily and give them tools and resources to manage the stress of their profession. Research indicates that teachers who work in urban and inner-city school settings have a higher turnover rate than suburban and rural areas. Garcia and Weiss (2019) mentioned that from 2011-2016, the turnover rate increased from 3.1% to 9.4%. Urban school vacancies rose from 19.7 to 36.2% within that same period. Therefore, this course is specifically designed for K-12 educators and administrators who work in urban settings to reduce turnover rates and vacancies. It is not limited to a specific city or state and is designed to target public and charter school teachers. The goal for the learning environment is to allow learners to feel comfortable and excited to learn about self-care and its importance in their daily lives. In the next section, the typologies and objectives of the environment will be explained in detail.

Description of the Learning Environment

The learning environment for this course can be presented in three different ways. The first option would be completely physical and in-person. This allows learners to interact and work in-person with the facilitator. The physical environment will need to be held in a space in the school's facilities containing all of the teaching staff and allows them to walk about the space

and gather in groups easily. The second option enables the learners and facilitator to work in a meaningful virtual environment with the facilitator and other learners using breakout rooms and the chat feature. The last option allows learners to work asynchronously on the course at their own pace using videos and message boards. An informal learning environment can be described as " unorganized (not disorganized), unsystematic (not a-systematic), and regularly serendipitous (Selman et al. 1998). This type of learning can embrace the lifelong process of learning by which people acquire and accumulate knowledge, skills, attitudes, and insights gathered from a lifetime of experiences (Moller. L & Huett. J, 2012). I believe this is an informal learning environment in all the options because the learner is still receiving tools and resources facilitated in a non-instructional climate. It will be teacher lead and learner-centered.

If the course is facilitated in-person, then the facilitator will need access to the school's wifi, a projector, cable connections, and speakers. The learners will have the option (depending on the school's choosing) of having a virtual or hard copy of the workbook that follows along with the course. Suppose the school opts into the virtual option. In that case, the learner will need access to a computer, the video conference platform, video sharing, wifi, chairs, tables, markers, and poster paper. If the course is held virtually, the learner will need access to a computer, Wi-Fi, video conference platform, and virtual workbook.

Design of the Learning Environment

This course aims to give educators a space to decompress while they become familiar with identifying what makes them happy and relaxed. Educators will create a self-care routine to help decrease the amount of stress and burnout that they feel due to the pressures of their careers.

The design of the learning environment and the delivery of instruction is student-centered. Throughout the course, there will be moments where the learning will be individualized or collaborative. Individualized activities were selected because they allow for reflection. This environment aims to visualize and organize the influx of information and resources that students are confronted with daily. Collaborative activities were integrated to establish a learning community, take advantage of different perspectives, and promote authentic learning (Gunwardena, 2019). This learning environment can be synchronous or asynchronous depending on the choice of the learners' school site, as stated previously. If the course is presented in-person, then the space will already have furniture provided. The facilitator will have to reorganize the room to accommodate the flow of the course workshop. For example, tables and chairs will need to be arranged so that learners have enough space to journal independently and interact with others for a partner, group, and whole discussions. The tables also need to have space to provide water, tissues, snacks, and writing/art supplies. The space needs to have wall space so that anchor chart paper can be accessible. The speaker system for the room will need to be accessible so that the facilitator can play peaceful music while the learners work individually on the self-care routine plans. If the course is being presented virtually, then the facilitator will ensure that their virtual background is relaxing and peaceful and playing relaxing music while learners are working individually. The facilitator will ensure that learners feel comfortable taking screen breaks or stepping away if need be. Because the course has three different options for learners to partake in, there will not be any recordings.

The purpose of the workbook is to give the learners a space to write down notes, complete the journal topics, develop their self-care routine and brainstorm any ideas. This

resource will be a tool for learners to come back to whenever needed. The facilitator will ask the learners to work on specific points of the workbook throughout the workshop to ensure that learners are developing the skills to combat burnout and stress within their professional lives.

Some of the learning environment's limitations may be the lack of space to create breakout groups, not having enough outlets in the room, no access to a projector screen, or lack of funding. To help support these limitations, the facilitator will ensure to have poster paper, markers, extension cords, and a personal projector to help aid in these limitations.

Support for Equity, Access, and Inclusion

The learning environment is designed with the framework of Universal Design for Learning (UDL) in mind. UDL attempts to design accessible, inclusive, and equitable spaces for all learners. Through this framework, I will make sure of inequities, systematic structures, and lack of inclusion that are in place to marginalize educators to those who work in urban school settings.

As stated previously, educators face many challenges while in their careers. Educators in urban areas have more of a struggle because their district has less access to finances, resources, and other systematic structures that cause their professions to be more complex than expected. Examples include lack of access to technology, wifi, facility space, or financial resources. Although these limitations could affect how the course runs and will be implemented, these factors were considered in preparation for this program. For example, school sites will have the option to access hard copies of the workbooks inside the virtual documents if internet access is not readily available. Also, the facilitator will have a downloaded version of the presentation on their computer and personal projector so they would not have to rely on the internet to present

the material. The facilitator can use larger poster paper, posters, markers, and notepads. The course will also offer payment plans and discounted packages for learners who choose the virtual asynchronous option. These issues of equity, access, and inclusion were addressed with reference to the UDL guidelines that provide learners with multiple means of engagement, representation, and action and expression (CAST, 2018).

Learner Profile

Demographic Characteristics

The learners of this course may vary in their cultural and academic backgrounds. This will play a major role in how learners will view the materials presented to them. Due to the learners having a requirement of a Bachelor's level degree in the field that they teach along with a state-based teaching credential, the learners will all have this common background. Based on the learners years in the profession will determine their pay, so their age and socioeconomic status will vary. Other factors that will vary are the learners ethnic, sexual orientation, and marital status.

Physiological Characteristics

The physiological characteristics is a characteristic that requires an instructional designer to look at a learners sensory perception, general health and age (Smith and Regan, 2005). The learners general health will not be affected and their age will not have an impact on the effects of the course. This is because the learning that will take place will be differentiated based on the learners interests and/or conflicts. This also applies to the learners sensory perception. The learner will not engage in may physical activity during the professional development.

Cognitive Characteristics

Smith and Regan (2005) mentioned that an educator's cognitive characteristics is one of the essential characteristics to help target a specific set of audience and must be identified for many reasons. The first is to acknowledge that you must pass a multitude of exams to demonstrate proficiency in your content knowledge and pedagogy to be in the field. The targeted learners for this program are proficient in reading skills, knowledge comprehension, and communication skills when interacting with their scholars and peers. They can work with their peers and independently for the greater good of their scholars and school community.

Ability. Members of this professional development group have reached the fourth stage of Piaget's levels of Cognitive Development, which is known as the Formal Operational stage. This means that they can think more abstractly and reason and think morally, and use deductive logic for general situations. Because all of our learners have received (at minimum) a bachelor's degree, we can assume that they are accustomed to assessments and evaluations. With this being said, their cognitive characteristics and abilities will be measured through formal and informal assessments. This will be done through observation, surveys, feedback, and reflection prompts. Participants will also receive a summative evaluation at the end of the course.

Prior Knowledge. Prior knowledge is defined as a multidimensional and hierarchical entity that is dynamic in nature and consists of different types of knowledge and skills (Hailikari et al., 2008). The prior knowledge that the intended audience must possess is knowing what burnout is and how it affects personally daily. They will also need to comprehend the purpose of an effective self-care routine that allows them to feel better and do their jobs better. This can be done by teachers setting boundaries for their time while at work. Educators must also understand that effective communication is vital in any profession. If the learner cannot demonstrate

understanding of these basic skills, they will not effectively master the learning objectives. If learners cannot demonstrate mastery of prerequisite skills, then the learner will need to complete the required readings and reflective journal entries before beginning the course. Once the materials have been completed, the learner will be re-assessed. This will be done at the beginning of the professional development by the learners taking a survey. The instructor must pay close attention so that they will be able to tailor their instruction to the learner's needs.

Motivation

The motivation of the participant may vary due to the circumstances of their situation. Smith and Regan (2005) mention that learners learn best when they are motivated. The motivation of the learner is predicted to be high. This is because the learner most likely has registered for professional development on their own. This course is not intended for individuals to take unless they are willing to participate. If the learner is required to attend the professional development because their school site mandates them to, learners may be less likely to opt into the material initially. For either case, the instructor must be intentional in their attitude and behavior. The energy that they are giving to their audience will be reflective. The instructor must also ensure that the flow of the session is engaging and interactive. Parts of this will happen because of the design of the course. The instructor must make all levels of experience feel comfortable and acknowledge that learning will occur no matter the learner's experience.

Value. The purpose of this professional development is to promote socio-emotional development for educators in the K-12 system. With the guidance of this professional development course, educators will gain the knowledge and understanding of how to achieve a less stressful lifestyle professionally and personally. Value is an internalized cognitive structure

that guides choices by invoking a sense of basic principles of right and wrong, a sense of priorities, and a willingness to make meaning and see patterns (Oyserman, 2015). By definition, the intended audience should know the workshop's value because it allows them to prioritize their mental health and find a new meaning in their careers. This course is valuable and is extrinsically and intrinsically rewarding because learners can implement the tools and resources taught to them to help create a safer environment mentally and academically for their scholars, school community, and themselves.

Social Characteristics

Due to the intended audiences having a vast number of differentiated levels of experience, the social connection between their peers will differ. It is predicted that educators will group off with peers who equate to the same experience. The wall must be broken for many reasons. First, it allows for educators early in the field to feel more at ease. Second, it will enable the learners to learn from each other and not think that only the novice learners have all the answers. Lastly, it allows the community to build relationships and be willing to help one another during a difficult or stressful time.

Potential Issues with Power, Equity, and Inclusion. The U.S. Department of Education's (2011) mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. While the American school system aims to educate students, there is a group of individuals' well-being being left out of the mission. They are just as crucial as the scholars because they prepare and promote their academic, extracurricular and professional development. Educators are not

benefiting from the organization's mission because they are constantly pouring into their scholars and feeling drained in the process.

Task Analysis and Overall Learning Goal

Course Analysis

The overall goal of this course is to help guide educators to a more balanced and knowledgeable understanding of positive mental health. This will be done with the assistance of creating a culture around advocacy and self-care. The learner will learn that it is essential to take care of themselves so that their scholars can be given the best education possible. Learners will find value in this course because they will be able to learn how to find joy in their work again by learning how to create those spaces to have tough conversations that are not had in schools. They will also need to understand the importance of having a professional social community and taking care of themselves.

The primary learning outcome of this course is an intellectual skill. By definition, an intellectual skill asks for a learner to recall a task (declarative knowledge) and apply the knowledge to a new unlearned skill (Smith & Ragan, 2005). Learners are learning how to use previously learned knowledge (i.e., creation of schedules or definition of boundaries or burnout) to further conceptualize their understanding of teacher burnout and how creating a professional and personal teacher self-care routine would reduce their stress and overall effectiveness in their workplace.

Course Outcomes

The overall goal of this course is to encourage and promote the importance of self-care for the betterment of the learner's socio-emotional health and well-being. By the end of this course, learners will be able to do the following:

1. Identify the indicators of burnout,
2. Create a self-care routine,
3. Identify their own stressors and pick routines to help lessen their stress,
4. Collaborate and have a meaningful conversation with the administration on controversial and crucial topics,
5. And demonstrate the value of a self-care routine.

Major Tasks

1. Recognize when you're stress or burnt out to identify your breaking point
2. Identify activities that bring you joy in your personal life, and activities that de-escalate your stress in your professional life to create a personalized weekly/monthly self-care routine.
3. Construct the stages of conducting a meaningful discussion with administration to simulate a meaningful discussion with the administration.

Course Overview

The course that the learners will partake in is one of the many workshops within them that will be offered for educators. Each course may have 1-3 workshops. The workshops that will be offered allow learners the opportunity to explore their identity as an educator and how it affects the personal lives well-being. The workshops need to be taken in order. All of the workshops have the same level of difficulty, and the material presented is different for each one.

There may be some prerequisites that the learner will need to know before continuing in the units and possible course. None of the material will be taught over multiple workshops.

List of Workshops

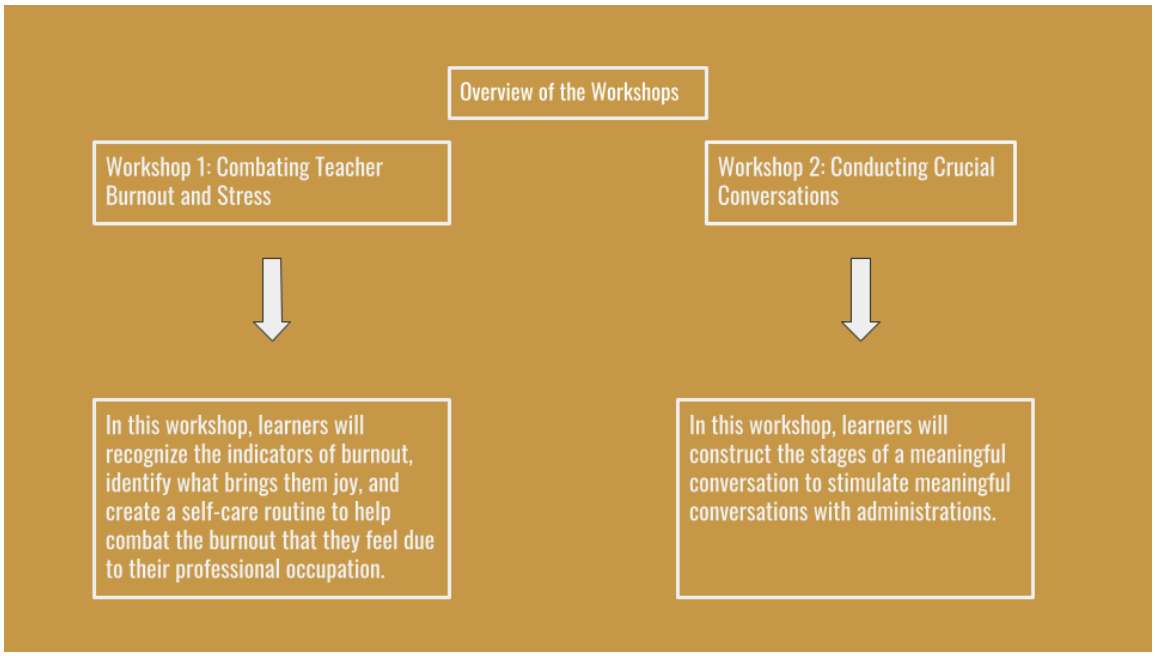
Based on your analysis in the previous introduction, list the workshops in the course.

- Workshop 1: Combating Teacher Burnout and Stress
- Workshop 2: Conducting Crucial Conversations

Visual Overview of the Workshops

Figure 1

Visual Overview of the Workshops



Scope and Sequence Table

Table 1

Scope and Sequence

OUTCOME	Workshop 1	e-Journal	Workshop 2	e-Journal	Summative e-Journal
Recognizing stress	P, I	R	R		M
Identifying Breaking Point	I	R	R		M
Identifying activities that bring you joy	I	R			M
Create self-care routine	I	R	R		M
Simulating a crucial conversation	P		I	R	M

P = Preview; I - Introduce; R = Reinforce; M = Mastery

Lesson Analysis for Workshop 2: Seeking Help

Analysis

This workshop analysis will focus on the task where learners will simulate a 10-minute discussion with someone from their school who is in a leadership role that they may need to have a crucial conversation with. The purpose for selecting the task is because this is a task that many teachers struggle with doing in their professional lives. This may come from fear of losing their jobs or feeling their voice will not be heard. Also, this task leads to other courses that the learner could take in the future (i.e., Building Meaningful Relationships with your Scholars). The learning outcome associated with this task is “by the end of the workshop, learners will be able

to implement the five steps to having an effective and meaningful crucial conversation by simulation." A cognitive task analysis was done to understand better how a task like this would flow effectively to ensure that all necessary steps will be taken. The individual chosen to interview for this task was an assistant principal for one of the middle schools of KIPP Metro Atlanta in Atlanta, Georgia. Miesha Bannister is currently the assistant principal for 5th and 6th grade and holds all circle and intervention meetings for students, educators, and parents. If there is an issue that needs to be resolved, she is sure to be in the meeting to ensure that all protocols are followed and people are heard. She has been working in this position for a little over five years. Through observation and experiencing a few of the meetings and her years of experience with conflict resolution, it is evident that Mrs. Bannister is a Subject Matter Expert (SME).

Terminal Learning Objective

- By the end of the workshop, learners will be able to implement the six steps to having an effective and meaningful crucial conversation by simulation.
    - This objective allows learners to demonstrate their understanding of the six steps to having an effective critical conversation, all while receiving an at-bat for a conversation that they may fear.

Cue

Once the learners have been taught the sources of teacher burnout (one being the disconnect between teachers and administration), the importance of being a school teacher versus a classroom teacher, and effective school communication, the learner will be prepared to begin this task.

Condition

The conditions of this task will vary based on the school resources and the number of teachers the schools have. Learners will most likely be in the room where their professional development sessions typically take place. Learners will be asked to spread out into groups of three. Each learner will be given a sheet with a list of scenarios for them to choose from. If the learner already has a scenario that they would like to simulate for practice, they will need to provide as much detail as possible to coach them through it if need be.

Standards

During the task, learners will be asked to spread out and form groups of three. Within those groups, learners will take turns simulating either a scenario provided or one they would like to simulate. One learner will act as the teacher, another as the administrator, and the final learner will be the timekeeper and observer/ note-taker. Once the ten minutes are over, the learners will discuss how the simulation went for 5 minutes. The learner who acted as the teacher will take the time to talk about how they felt about the conversation and their stress levels after the conversation. The learner who observed will recite what they observed and give feedback. Once the breakdown portion is completed, learners will switch roles until all group members have acted as the teacher. The learner must make sure that while they are simulating the conversation, they adhere to the five steps of a critical conversation. The learner must also make sure that they are mindful of their posture, tone, and breathing while conducting the simulation. All of these criteria will be listed in the rubric with the list of scenarios.

Equipment

The supplies and materials needed to complete this task include:

- Desks
- Chairs
- Pens
- Workbook
- List of scenarios
- Timers (most likely the timers used on their phones)

Cognitive Task Analysis

During the workshop, learners will work in groups of three to simulate a critical conversation between themselves and a person within the administration. Each learner will take ten minutes (seven to simulate a scenario and three minutes to debrief) to become comfortable with having difficult conversations with the leadership in their school. The cognitive task analysis below provides a further description of how the conversation facilitator would effectively conduct a critical conversation with two individuals struggling to compromise within a situation. The steps below show a flow of how a critical conversation should go between two individuals who have a disagreement with the assistance of a trained facilitator:

1) Agree to talk and establish ground rules for the discussion.
    a) IF the individuals cannot establish the ground rules, THEN each individual must come up with three rules that will make them feel comfortable.
    b) IF the individuals in the conversation agree on rules and feel comfortable moving to the next phase, THEN continue.
2) Define the source of the conflict.

a) IF the individuals cannot identify the source of the conflict, THEN have the individuals tell their version of the conflict without interruptions to pinpoint the source of the conflict so that the facilitator and other individuals get their perspective.

b) IF the individuals can identify the source of the conflict using I statements and positive language, THEN continue on.

3) The individuals take turns in explaining their feelings and thoughts about the situation.

a) IF the individuals cannot express their feelings and thoughts on the situation verbally, THEN have them write their feelings down or positively express themselves the best way possible (i.e., drawing or singing).

b) IF the individuals can express themselves verbally about the situation, THEN continue on.

4) Take turns identifying the cause of the misunderstanding.

a) IF the individuals cannot identify how the conflict could have been avoided or where the misunderstanding came about, THEN have each individual identify where they felt the issue came about uninterrupted.

b) IF the individuals can identify where the misunderstanding and conflict took place, THEN continue on.

5) Identify solutions both disputants can support.

a) IF the individuals cannot determine any solutions to support their misunderstanding, THEN have individuals write down three solutions and why they think their solutions will work.

b) IF the individuals can identify solutions that both of them can agree on, THEN continue on.

6) Agree on a solution and restate it.

a) IF the individuals do not agree to follow the solution(s) of the conflict, THEN go back to action step 5 to look at other possible solutions that both individuals can agree on.

b) IF the individuals can agree to follow the solution(s) of the conflict by restating it and reflecting on it, THEN the intervention is complete.

Below is a visual representation of the Cognitive Task Analysis for simulating a critical conversation.

Figure 2

Cognitive Task Analysis Flow Chart

Prerequisite Analysis

This analysis will look at the necessary prior knowledge needed to the beginning of this course. The facilitator will have to come in knowing how to complete the following skills. Keep in mind that the action steps the facilitator must complete may need prerequisite knowledge to complete the tasks. Below is an example of one of the outlines for one task.

Part 1a: Prerequisite Analysis For Important CTA Action Steps

As stated previously, during the workshop, learners will work in groups of three to simulate a critical conversation between themselves and a person within the administration. Each learner will take ten minutes (seven to simulate a scenario and three minutes to debrief) to become comfortable with having difficult conversations with the leadership in their school.

2) Define the source of the conflict.

a. **Analyze** the story/ conversation to find the theme. (Analysis)

   i. **Know the** definition of 1st person.

   ii. **Know** the 4 P's of telling a story.

   iii. **Know** the definition of the term theme in context to conflict resolution.

   iv. **Know** the purpose of "I" statements in conflict resolution.

   v. **Know** how to use "I" statements in conflict resolution.

Part 1b: Prerequisite Of The Prerequisite Knowledge For One Action Step

2) Define the source of the conflict.

a. **Analyze** the story/ conversation to find the theme. (Analysis)

   vi. **Know the** definition of 1st person.

   vii. **Know** the 4 P's of telling a story.

1. **Know** the definition of People, Place, Plot, Purpose

viii. **Know** the definition of the term theme in context to conflict resolution.

ix. **Know** the purpose of "I" statements in conflict resolution.

x. **Know** how to use "I" statements in conflict resolution.

Part 1c: Cognitive Processes (A&K) For Each Prerequisite

1) Agree to talk and establish ground rules for the discussion.

a. **Recall** the steps for creating a safe and positive discussion environment. (Knowledge)

2) Define the source of the conflict.

a. **Analyze** the story/ conversation to find the theme. (Analysis)

xi. **Recall** the definition of 1st person. (Knowledge)

xii. **Recall** the 4 P's of telling a story. (Knowledge)

1. **Recall** the definition of People, Place, Plot, Purpose. (Knowledge)

xiii. **Recall** the definition of the term theme in context to conflict resolution. (Knowledge)

xiv. **Recall** the purpose of "I" statements in conflict resolution. (Knowledge)

xv. **Apply** the use of "I" statements in conflict resolution. (Application)

3) Take turns in explaining your feelings and thoughts about the situation.

b. **Apply** the steps for active listening. (Application)

c. **Apply** the sentence starters for conflict resolution discussions. (Application)

4) Look beyond the incident.

d. **Identify** the theme of the story (identify the issue within the conflict). (Analysis)

i. **Recall** the definition of the term theme in context to conflict resolution. (Knowledge)

5) Identify solutions both disputants can support.

6) Agree on a solution and restate it.

Learning Objectives for Workshop 2

Terminal Learning Objectives

The terminal learning objective of this workshop is as follows: 'By the end of the workshop, learners will be able to implement the six steps to having an effective and meaningful crucial conversation by simulation". This objective allows learners to demonstrate their understanding of the six steps to having an effective critical conversation, all while receiving an at-bat for a conversation that they may fear to have. Below are the learning objectives for this lesson:

Objective 1.

Given the nature of the dispute, the learners will be able to agree to talk and establish ground rules for the discussion by recalling the steps for creating a safe and positive discussion environment with 100% accuracy.

Objective 2.

Given the agreement of the ground rules, the learners will be able to analyze the conflict's theme by analyzing the conflict's theme to recall the root of the issue.

Objective 3.

Given the analysis of the root of the conflict, the learners will be able to express their opinions by applying the steps for active listening and the use of sentence starters.

Objective 4.

Given the learner's explanation of the problem, the learners will be able to analyze the original outcome by identifying the theme and looking at other possible endings.

Objective 5.

Given the other possible outcomes, the learners will be able to identify solutions that both disputants can support by using the steps for active listening.

Objective 6.

Given the solutions, the learners will be able to agree on a solution and restate it by using the steps for active listening so that each dispute feels heard.

Assessment of Learning Objectives for Workshop 2

Overview of Approach to Assessment

Assessment of teachers skills (previous, during the task, and post) is essential to determining whether the scholars have mastered the skills provided in any training. In the workshop, learners will be assessed on the entry-level skills, pre-assessments, retrieval practice and self-regulation, and post-assessment. An entry-level skills assessment will be given prior to the workshop taking place so that the facilitator can customize the workshop to the learner's skills set. A pre-assessment will be used to help the facilitator understand where the learners are coming in with their socio-emotional health, mentally and physically. This will be done by posing reflection questions. The retrieval practice and self-regulation will assist with learners taking ownership of their learning and enhancing their skills. Lastly, the post-assessment will assist in knowing if the learner's knowledge grew in what misconceptions are still lingering.

Entry Level Skills

The facilitator will require learners to fill out an entry-level skill assessment 3-5 days prior to the session. This will allow the facilitator to have enough time to customize the workshop to fit the learner's needs. The assessment will be sent via email and will consist of questions that assess their knowledge of the effects of self-care and teacher burnout.

Pre Assessments

At the beginning of the workshop, the facilitator will present a pre-assessment. This assessment will assess their socio-emotional health, mentally and physically. The facilitator will be able to circulate to look at the learner's responses to the prompted reflection questions. These responses will allow the facilitator to gauge where the learners are emotionally and how that will affect their motivation and self-efficacy for the workshop.

Retrieval Practice and Self-Regulation

Throughout the workshop, learners will be asked to answer questions requiring them to retrieve information taught throughout the session. This will ensure that they are focusing and learning the materials presented to them. It will also allow for the facilitator to gauge whether or not the learners are processing the information. The recall questions will enable the learners to build their confidence and self-efficacy.

Post Assessments

At the end of the workshop, learners will participate in a post-assessment. This assessment will guide the facilitator in possible follow-up resources to further push the learners' understanding of the material presented. It will also allow for the facilitator to understand the learner's growth in skills and content.

Anderson and Krathwohl Table

Table 2

Taxonomy Table for the Curriculum

The knowledge	The Cognitive Process Dimension					
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual knowledge	O1			O1		
Conceptual Knowledge		O1,O3	O2,O3	O2,O3		
Procedural Knowledge			O2	O1, O3		
Meta-Cognitive Knowledge					O3	O2

Learning Activities for Workshop 2: Seeking Help

General Approach

The overall purpose of this workshop is to give educators a space to explore their understanding of effectively communicating their needs with their administration in order to reduce the burnout and stress that they feel on a daily basis. In the previous workshop, teacher burnout was explored to combat it through personalized self-care routines. The facilitator will bridge the previous course into the second one by connecting how being able to have meaningful conversations with administration will help in combating their stress. The facilitator will ensure to be bright, welcoming, and devoted to their mental health. The facilitator will use supplantive strategies for the first ten to fifteen minutes of the workshop, and the rest of the workshop will use a generative strategy. This is because the facilitator will be guiding the learners through

materials and gradually releasing them on their own. This will happen for the workshop that is done for their specific training.

Learner Characteristics and Prior Knowledge

Learning must have prior knowledge of the meaning of the basics of burnout, and how it affects their personal lives daily. They will also need to comprehend the purpose of an effective self-care routine that allows them to feel better and do their jobs better. Educators must also understand that effective communication is vital in any profession. An educator's cognitive characteristics are essential to this course and must be identified for many reasons. The first is to acknowledge that you must pass a multitude of exams to demonstrate proficiency in your content knowledge and pedagogy to be in the field. The targeted learners for this program must also be proficient in reading skills, knowledge comprehension, and communication skills when interacting with their scholars and peers. Learner's in this course are able to think more abstractly, reason, and use deductive logic for general situations.

Cognitive Load Theory

The facilitator will manage intrinsic load which will inevitably increase the germane load by ensuring that learners master the fundamentals of a task prior to moving on to the next step, breaking down the subject content, sequencing the delivery so that sub-tasks are taught individually before being explained together as a whole. In or to reduce extraneous load, the facilitator will promote a few generative principle learning strategies to increase learners' engagement and interest. The facilitator will also provide scaffolding, and create opportunities for collaborative learning.

Instructional Strategies

As stated before, the learners will partake in a course designed to help them with combating teacher burnout. This course is one of many that will help educators ensure that they are their best selves for their scholars. With that being said, each course will be conducted in the same manner. The facilitator will use a generative approach at the beginning of the course and gradually release the learners into a supplantive approach. This is done to ensure that learners are given the time to digest the material presented to them and then give them a chance to put the materials into perspective. Each course will begin with the facilitator introducing the topic to the learners with the use of definitions, researched statistics, and real-world examples. The facilitator will continue through the course giving scenarios that will be shown via text and video. Once the learners have an idea of how the topic should be applied to their daily lives, they will be asked to do it with the use of mini tasked projects and simulations. This approach is to allow learners the space to understand using a generative approach how each topic affects their daily lives before using a supplantive approach.

Specific Approach

Below is a description for the instructional events for a lesson protocol is assessed.

Stimulate Motivation

The purpose of this instructional event is to allow learners the opportunity to explore how burnout affects educators and how creating a self-care routine will decrease their stress and overall health. The learner will also explore how to simulate a critical conversation that they may need to have with members of their administrative team at their respective schools. The simulation will coach learners through the proper way of managing a critical conversation so that

their mental health and stress levels will decrease over time. To promote motivation throughout this task, the facilitator will instruct learners to think of a critical conversation they may need to have with their administration to practice. This will allow learners to receive feedback and tips to improve the conversation before actually having it. The facilitator will explain the benefits of coming up with their critical issue versus the provided list.

Learning Objectives

Learners will be given a list of learning outcomes for the activity at this point in the presentation. The facilitator will explain to the learners the purpose of each objective and how they will be covered throughout the task. The following learning outcome is that learners will be able to simulate a meaningful critical conversation with their school leadership. Once the facilitator goes over each learning outcome, the learners will be given time to ask questions if needed.

Reasons for Learning

Benefits. Simulating critical conversations is crucial to any work environment. It allows for the two parties' thoughts to be conveyed the first time correctly instead of coming back to clarify one another's point of view. It provides for each member of the conversation to feel as if their opinions and voice were heard.

Overview

The outline below uses the following strategies by the facilitator to drive the learner's prior knowledge, present metaphors and analogies for new knowledge, and suggest learning strategies for teacher burnout and stress management. The strategies at the beginning of the

course will be generative and will gradually move to supplantive to ensure that learners are fully aware and comprehend the task.

Stimulate Recall of Prior Knowledge. The facilitator will assess the learner's prior knowledge prior to the course. Learners will be asked to complete a survey that will assess their basic knowledge about teacher burnout. This will help the facilitator reduce the cognitive load by focusing on specific skills. The facilitator will use a "check-for-understanding" based method to recall the learner's prior knowledge. This will help the facilitator gadge what needs to be covered within the time spent facilitating the course.

Present Analogies and Metaphors for New Knowledge. Once the instruction begins, the facilitator will begin a discussion with the learners in relation to a candle. The facilitator will compare the daily drain that an educator deals with. The stressors and implications of teacher burnout affect their body mentally, physically, and emotionally as the flame does to a candle. The purpose of this analogy will allow learners to see how their lack of self-care will eventually drain them entirely if it is not appropriately managed.

** Please note that only the self-care routine will be discussed for the remainder of the specific approach portion due to the connection of the analogies piece. **

Guide Learning Strategies. During this time, learners will have the opportunity to go over course reading and materials in a guided whole group discussion led by the facilitator that will lead them to learn about the key strategies to combating teacher burnout. Once all of the strategies have been presented, the facilitator will grant access to the tools and resources to help implement these tools and resources in helping create a sustainable teacher self-care routine.

Present Information and Examples for Prerequisite Knowledge

At this point in the instruction, learners will begin to engage in a supplantive learning experience that allows them to reflect on the tools and resources given to them. Learners will take the time to look through them and determine when and how is the best way to use the resources. Learners will also engage in a partner activity that allows them to further understand how teacher burnout can be decreased based on the resources provided to them.

Provide Demonstration

During this portion of the instruction, learners are introduced to conducting crucial conversations. The facilitator will use a prompt to guide learners' thinking identifying the six steps to conducting a meaningful conversation. The facilitator will explain the importance of a meaningful conversation, and through the use of videos demonstrate how to effectively conduct one, as well as how to execute one. The facilitator will end with their own personal experiences with conducting a meaningful conversation along with testimonials from others who have completed the course.

Practice / Provide and Guide Practice

Now, learners will be asked to practice creating a teacher self-care routine that will be tailor to their own personal interests, professional lives, and needs. Because effective communication between administration and educators is not common, learners will then be asked to switch gears once they have completed their routines and be asked to work in groups of three to run a simulation to have a critical conversation with a member of their school administration team in order to help deal with rising conflicts.

Evaluate / Provide Feedback

Learners will be asked to complete another survey at the end of the course that would need to be filed within 48 hours of the course to ensure that accurate responses are being given. This will allow for the facilitator to have enough time to respond to each respondent's question. Also, through the entire course, the facilitator will ensure to give constant feedback to learners individually, with partners and groups, and in the whole group. There will be many check-ins and checks for understanding, as well.

Conduct Authentic Assessment

The conclusion of this course will be with an online survey that consists of questions similar to the ones from the pre-assessment, as well as Likert-scale type questions to assess the confidence level post-course and their feelings about the class. Learners will be asked to complete the course at the end of the session so that their feedback will be accurate and not delayed. The facilitator will not be able to answer any questions during this time. This is due to the fact that the data will be inaccurate if the facilitator steps in.

Enhance Transfer

The facilitator will ensure that transfer has been done by giving the learners scenarios involving teacher burnout and teacher self-care routines in order to immerse them into real-world situations. The scenarios will include topics like issues that arise in the workplace and personally. These issues will allow for the learners to explore possible responses while using their tools and resources for help. This will allow the learners to get a better understanding of the material in real-world situations, and allow the facilitator to see how the learners are understanding the concepts that have been taught.

Learning Activities Table

Table 3

Learning Activities for Workshop One

Instructional Sequence	Minutes	Specific Learning Activity Description	Instructor Action/Decision (Supplantive)	Learner Action/Decision (Generative)
Gain Attention	4	The facilitator will gain the learner's attention by having the learner explore critical conversations that may need to happen in order to create a more sustainable work environment.	The facilitator will describe an unhealthy work environment and how it affects a teacher's daily lives. The facilitator will then explain how beneficial a critical conversation is to the work environment and how they could help improve their daily lives.	The learner will be asked to think of a critical conversation that needs to be had between an administrator and themselves.
Learning Objectives	3	The facilitator will go over the objects and what they will get out of the course.	The facilitator will explain the purpose of the course and how it will benefit the learners.	X
Reasons for Learning Benefits.	5	The facilitator will speak on the “why” and “how” of the course.	The facilitator will explain why and how critical conversations are important by giving research-based evidence to support their reasoning.	Learners will follow along with the presentation by filling out the worksheets that are provided by the facilitator. If the learner has questions, the learner will be given time to ask throughout.

Overview: a. Recall prior knowledge	3	The facilitator will conduct a "check-for-understanding" model to assess what the learners know.	The facilitator will ask the learners to answer a few questions in their workbooks to assess what they already know. The facilitator will walk around to view the learners' responses.	The learner will answer the questions provided to them in their workbooks.
b. Describe what is new (to be learned)	8	The facilitator will use a candle analogy to help introduce the new material.	The facilitator will describe how once a candle is lit, they quickly begin to lose a piece of themselves because of the fire, and eventually have nothing left. The learner is like the flame because their career takes a mental, physical, and emotional toll on them. If they are not properly taking care of themselves and continue to not replace their fuel, then they will eventually burn out like the candle.	The learner will list all of the personal and professional issues that cause them to feel burnt out. Learners will then share out in partners after their reflection.
c. Employ learning strategies	2	The course readings and materials, and tools and resources will be passed out.	The facilitator will explain the course readings and materials to the learners, and how they correlate to the tools and resources needed in order to create a self-care routine and conduct a critical conversation.	Learners will look through the materials to become familiar with them.

Process prerequisite knowledge (the "what") (Declarative knowledge, concepts, processes, principles)	3	The learner will review the materials passed out.	The facilitator will circulate and provide feedback to the learners.	The learners will determine how the materials will best benefit them in their daily routines.
Demonstrate procedures ("how to") (Procedural knowledge)	7	The facilitator will guide how to effectively conduct a crucial conversation.	The facilitator will guide learners through how to effectively conduct a crucial conversation. The facilitator will then use a prompt to guide learner's thinking on how to implement a crucial conversation within their daily lives.	The learner will take notes in the workbook provided to them.
Provide practice and feedback/Practice and evaluate feedback	15	The learner will conduct a crucial conversation and tailor it to their own situations.	The facilitator will circulate to give feedback to learners who need it.	The learner will implement the feedback given in that moment.
Authentic assessment/ Assess learning	5	The learner will take an assessment based on what has been taught to them through the time in the course.	The facilitator will pass out the assessments, circulate to ensure that learners are completing it.	The learners will take the assessment.
Retention and Transfer	5	The learners will be given a scenario that they will have to respond to incontext of their own crucial conversations.	The facilitator will prompt the learners with stressful scenarios that the learners will have to respond to based on their crucial conversations.	The learners will respond to the prompts in the space provided to them in their workbooks based on the conversation that was conducted.

Total Minutes	60			

This table shows a brief overview and flow of how the course is mapped out for learners to engage in the learning process.

Media Selection

Through research and class discussion, it has been determined that media selection is not what makes a course successful. Instead, the instruction is what makes a successful course, and the media used is merely a tool to help produce the coursework. Media is seen as a tool to help guide learners, but not what makes the course. Clark et al. (2010) mentioned that through research, it is shown that media only delivers instruction and does not influence learning. The key is to pick the suitable media to deliver the intended message. Media is beneficial when the instructional designer builds a course supporting a training, teaching, or learning process. It also helps with cognitive processing and tailoring to specific learning needs. It is essential to understand that there are two problems with using media when producing instruction: It may be costly and cause cognitive overload. Lastly, research shows that game-based learning is highly motivating and supports problem-solving, learning, and collaborative skills. The issues seen in game-based learners now are that it does not effectively assess learners' knowledge, measure learning and motivation, avoids assessing prior knowledge, and does not employ effective pedagogy. Video game design also contributes to the accomplishments of allowing learners to be given a goal. Within that goal, learners practice, are assessed and receive feedback to improve their cognitive skills. With the help of multimedia instruction, learners are making strides in their academic success.

Media Versus Instructional Methods

As stated previously, media is a tool to help deliver the instruction to the intended learners, while instructional methods, such as practice, feedback, and assessment, cause the learning and create the educational experience for the learner. Clark et al. (2010) stated that media attributes and methods all play a role in media selection, but only instructional methods directly relate to the cognitive processes involved in learning. In a video by Michael Lawrence Films (2006), Steve Jobs described computers as a “bicycle of the mind”, meaning that computers would catapult learners' learning and imagination like slow-walking humans. Through these resources, it has been shown that media selection is vital to instruction. If the wrong medium is selected, it could affect the overall goal and finances of the instruction. Consumers would consider the need for the training or instruction as invaluable when in actuality, it is. This can be seen throughout many instructional tools that are used in schools. One example would be the use of computers. Computers allow learners to access research, instructional videos, and immediate feedback on their completed work. A limitation is that it may cause learners to get off track because they may be distracted by other computer tools. Another limitation may be that they may be novices and not know how to use all of the features necessary to complete given assignments. It is crucial to take the media selection process seriously to save designers and inventors time and money.

Researchers Clark et al. (2010) discuss the importance of cognitive load theory and multimedia design. The research talks about the information processing system and how it allows us to only think about three to four new things simultaneously, which slows down our learning potential. When people become overloaded with information, they will disconnect from what

they learn and have trouble remembering the information. This is called cognitive overload and is a concern to many instructional designers because the media that a designer selects could cause cognitive overload for their learners. This is done by providing the learner with distracting information that doesn't allow them to process the information necessary to complete the task. This can be caused by music, excess use of words on a screen, animation, unnecessary tabs, and irrelevant contextual information. Researchers Clark and Mayer (2008) stated that the three processes that enhance a media-rich learning experience are dual coding (separate channels for learning words and visuals), limited capacity (the limited process of processing information in working memory at a time), and active learning (learning is activated when learners engage in an active process during learning). These processes help with the limitations that are brought on by cognitive overload. With these enhancements accessible, it makes incorporating media into instruction more accessible.

General Instructional Platform Selection in Terms of Affordances

The scenario for the capstone provided is a group that helps support educators in conducting a crucial conversation to help decrease the effects of teacher burnout and stress. In the workshop, learners will be asked to take an hour-long course to discuss the issues with teacher burnout and how it affects them daily on a professional and personal level. From this discussion, learners will be given time to reflect and understand the reasoning as to why they are burnt out and how to combat it. In this workshop, learners will be taught in a blended classroom setting using technology to assist in the learning process. It is believed to be a blended classroom because the learners will have access to the presentations and workbooks online by using the login information presented by the facilitator. The learner will have access to materials and

resources that are relevant to the selected workshop as well. The intended form of medias selected is Google Slides, and videos created and found through research and audio recordings. These media selections are intended to be the best selection because they allow learners to visually represent the material they are learning about in live scenarios. The below paragraphs provide supporting details to the reasoning for selecting the media choices above.

Access

In this blended course, learners will be asked to report in person to complete most of the workshop. The learners are teachers that teach in urban school communities in the k-12 sector. The number of the intended audience (the teachers) will depend on the number of teachers that work for that school. The workshop will take place in the school community's common professional development workshop area. It will need to allow movement to partake in a gallery walk and make groups of 2-4 for group discussions. The learner will have access to the material via a workbook provided to them during the session. During the workshop, all the learner will need is a writing utensil. The facilitator will need access to hook-up capabilities for their laptop and audio capabilities.

Consistency

Teacher burnout and stress affect all educators regardless of how many years they have been teaching. With that being said, this course is valuable because it allows educators the opportunity to grow, learn about themselves and their needs, all while putting their self-care and mental health first. It is important to note that the content and pedagogy delivered to all learners will be the same throughout the course materials and workshop.

Cost

The program's cost will vary depending on how the school leaders would like it to be run. The standard course is one hour long, but there is a two-hour-long extended version of the course. The cost would also have to include the pricing of the workbooks for each learner. Depending on how many teachers work is needed, determine required workbooks the number and price for the total number of workbooks needed. The workbook will also be available online and cheaper, and this is available to schools that would rather have their teachers access the digital copy of the workbook. The school would also have to pay for the workshop costs and fees and facilitator fees. The school would also have to have access to the internet so that the facilitator can access the workshop materials. If the school purchases the virtual workbook option, teachers would need to have access to the internet. Some of these costs may be an issue at certain schools because of the lack of resources and access that they might have.

An example would be internet access. The school may have spotty internet or none at all, and that would impact the workshop. The external costs that go into this would be the costs for building the course. These costs include the research that had to be conducted, the creation of the videos, and interactive materials.

Specific Instructional Platform Selection in Terms of Restrictions

As mentioned previously, it is essential to ensure that the most suitable media is selected to coincide with the chosen instructional method. For the scenario chosen, the capstone project takes place in a blended learning environment. The learners will be presented with the materials and intended instruction through presentations and videos. These forms of media are best used

for this scenario because learners will be allowed to visualize what the facilitator is trying to construct. For example, the videos will include conducting a crucial conversation and implementing it in an educator's day. The videos will also give opportunities for educators from previous workshops to give testimonies as to how creating and maintaining a self-care routine has helped their mental health and stress levels decrease.

With that being said, Clark et al. (2010) mentioned that in research findings, it was uncovered that three common instructional methods could only be presented via a small number of media due to media attributions. Those three methods are special sensory requirements, conceptual authenticity, and immediate feedback. The table below will list the consideration(s) for each limitation.

Table 4

Key Considerations for Media Selection

Key Consideration	Media Considerations
Conceptual Authenticity	- *retrieval of knowledge*
Immediate Feedback	- *No immediate feedback for asynchronous work* - *Facilitator to learner feedback ratio*
Special Sensory Requirements	- *Lack of in-person demonstrations*

One consideration for conceptual authenticity would be that the facilitator does not have a way to collectively see all learners' responses to questions or prompts presented throughout the presentation effectively. The mediums selections only help with administering materials and not receiving information on the learner's cognitive processing of the information. As for immediate feedback, the facilitator will have to give every learner more time depending on the number of

learners for the given workshop. Another issue for immediate feedback is that if the learner completes any materials virtually, they will not receive feedback on time because the work is asynchronous. The facilitator wouldn't see their responses to questions and prompts in a timely manner. Lastly, the special sensory requirement that would have to be considered is the lack of in-person demonstrations of a crucial conversation. The videos would help support, but some learners may need to see how their specific crucial conversations may work before giving it a try.

Client Preferences or Specific Conditions of the Learning Environment

The client influences the decision of the media that is selected. If a designer were to create a training or course without the client's insight, the designer could waste time, resources, and money. The designer needs to know what the clients' audiences can do and what type of technology the learners have access to. For example, if the designer were to create a course for a client without knowing that the course would be for a group of elderly citizens, they may select too advanced media or that they may not have access to, like advanced one's websites. The designer must balance the desires of the client and what they believe would best benefit the client by having the client come up with a list of desires and the designer coming with a list of possible options for media selection. The designer will explain the purpose of all of the options and allow the client to pick the best choice for their audience. The designer may also explain how they will add to the client's desires where they see fit. As for the workshop, the client will depend on the school the designer is assisting because the school will never be consistent. Because of this issue, designers must keep in mind what the average district may have access to. The designer will have to prepare for the possibility of not having access to the internet, tools to present the

PowerPoint, and or any digital platforms. The workshop's location will also vary depending on the schools' space due to the course only being offered in person.

Cost Considerations

Cost-benefit analysis determines if a course or training makes financial sense in the long run. Cost-effectiveness analysis compares two outcomes based on relative costs and determines which one would be more profitable. As stated previously, due to the course being offered to any school in an urban setting, the potential resources that they may have to offer may vary depending on their school's budget. With the cost of the facilitator and the course itself, there are no other external costs outside of internet access, computer adaptors, and projectors. The possible additional cost would be a laptop for their teachers if the school selected the virtual workbooks option (which should be given by the district). This is why the specific media was selected. It reduces the cost of creating a platform that all schools may not be able to afford, along with the fact that there is less work to create videos than a virtual workshop. If schools decide to purchase workbooks for all of their teachers, the workbook will increase the total cost. Because of the resources and time, it would take to make the workbook and the number of workbooks the given school would need. All of these are taken into consideration while deciding on the cost of selecting the media. The one positive benefit about the selected media is that it will always be available virtually anywhere at any time. The client would not have to renew or pay for anything else after paying the one-time fee.

Technical Considerations

As stated previously, the workshop is designed for educators who teach in urban areas. The schools that may want the course workshop to be disseminated to their employees may have technical issues, such as not having internet access or not having a way to display the presentation. Both of these technical issues could have a negative impact on the workshop because there will be portions of it that require videos to be played and virtual interactions between the learners. One favorable consideration is that the workbook could be accessed via a virtual or physical copy.

The choice of this media managed intrinsic load because it allows learners to understand why creating a self-care plan is essential and how it could benefit them. Seeing examples of how other educators have built them and using them could help them better understand how to make theirs. Also, it could help learners become more invested in the workshop by learning how burnout and stress are affecting them professionally and personally. As for the extraneous load takes away the stress of learners having to focus on writing everything down that they want to remember because the presentation would be available to them on the website using their login information to access the materials later.

Privacy is about using data responsibly, while security is about protecting data from threats. When sensitive data is used in a course, the designer must create a way for the learner's responses to be not in danger of being exposed and appropriately used for what it was collected for. The idea of granting learners free access to platforms and tools allows learners to be more willing to interact with the course’s materials if they were to have free access to it versus having to pay. Both of these factors influence the overall cost, quality, and choice of the medium. This is

because the instructor has to select a medium that allows learners to feel comfortable giving responses to sensitive prompts and allowing them to access the workshop platform for free at a later date.

Specific Media Choices

As stated previously, the intended media used to present the materials needed for this course will be videos and a PowerPoint presentation. The facilitator will use the PowerPoint presentation to guide the entire session, while the videos will be used periodically throughout the presentation.

Table 5

Media Choices in Coping with Teacher Burnout and Stress

Medium	Purpose	Benefits / Key Factors Influencing Choice
Videos	Gives a visual representation of the materials being presented to learners.	• Another way for learners to comprehend course materials • Engages the learner • Increased knowledge retention
PowerPoint Presentation	How all of the material of the course will be presented	• Visual representation of material • Enhances learning for facilitator and learner

Throughout the entire course, the facilitator will use the presentation to present the material needed for the course. The presentation will have pictures, guided information on the slides to assist learners in the learning experience. Videos will also be used and embedded within the presentation to create differentiated instruction for the learners. The videos will be used to explain why creating routines are essential and how to create those routines. The flaws to consider in this choice of media would be the possibility of a school not having internet access or

lack the technology needed to present the course materials. Another issue to consider would be the minority learners who may have cognitive or visual impairments that prevent them from fully comprehending the materials.

Implementation of the Curriculum

This course was designed to help educators learn the importance of conducting a crucial conversation to combat the daily stressors caused by teacher burnout. The course will be implemented on a trial basis. A select few educators will be asked to sit in for a pilot study of the course in order to determine if or how to fix any issues that may arise. Once this round is complete, the same scenario will happen with a different set of volunteer teachers. Once the second round is done, the facilitators will be asked to tour schools, school districts and engage in social media to get in contact with school leaders to determine if their professional development courses are accessible for their educators at their schools. The goal would be to reach as many urban school educators as possible to help reduce the number of educators leaving the classroom after 5 years or less.

Evaluation Plan

Curriculum Purpose, Need and Outcomes

For decades, educators have increasingly felt the pressures of their profession impede their personal and professional lives due to the demands of being a teacher. Curry and O'Brien (2012) stated that "teacher attrition is a growing concern for the U.S. educational system." Teachers face daily work-related and institutional stress factors that include managing challenging student behaviors, lack of planning time, and an increased emphasis on accountability measures to support effectiveness. Many school districts pride themselves on

promoting mental health for their learners but lack the support for their employees. Many districts around the country struggle with teacher retention from year to year because teachers lack the proper training to advocate for themselves personally and professionally due to the burnout that they experience on a day-to-day basis. In conclusion, many districts around the country struggle to retain their teachers due to them feeling undervalued and lacking adequate training to implement self-care and advocate for themselves. The purpose of this course is to guide educators through the meaning of teacher burnout and stress by defining the term and creating a self-care routine to personally and professionally combat it, and create opportunities for educators to learn the purpose of a meaningful conversation.

Evaluation Framework

The course will be built with the use of The New World Kirkpatrick Model due to the fact that this model effectively creates training evaluation plans. The model aims to highlight and identify the value of the program (Kirkpatrick and Kirkpatirck, 2015). The plan will flow in the following order: Level 4 (Results), Level 3: (Behavior), Level 2: (Learning) and Level 1: Reaction. The following sections will break down the framework for evaluating the effectiveness of the course with the use of the Kirkpatrick model.

Level 4: Results and Leading Indicators

The Kirkpatrick model suggests that at Level 4 the effectiveness of this course when evaluating the results is based on the following question: “Is this what the organization exists to do/ deliver/ contribute?” (Kirkpatrick and Kirkpatrick, 2015). The intended results that this course would like to obtain are teachers staying in the profession due to them building a better professional and personal work life balance. Because educators are staying in the profession, this

will increase the teacher retention rate. The learning environment in these teachers' classrooms will become increasingly positive and joyful because the educators self-efficacy and motivation to stay in the classroom increased.

Table 6

Indicators, Metrics, and Methods for External and Internal Outcomes

Outcome	Metric(s) (Unit of measure)	Method(s) (How measured)
External Outcomes		
Increase of teacher retention	Number of teachers staying in the classroom over. Increase in reporting the number of years teachers plan to stay in the classroom.	Data collected based on the number of teachers retained in certain districts at the end of every school year.
Decrease in stress and burn out	Number of teachers reporting the effects of their stress levels after taking the course.	Collecting data during the post assessment and survey in comparison to the pre-assessment and pre-survey.
Internal Outcomes		
Increase in self-efficacy	Number of teachers reporting higher numbers on post-survey and assessment.	Collecting data during the post assessment and survey in comparison to the pre-assessment and pre-survey.
Increase in motivation	Number of teachers reporting higher numbers on post-survey and assessment.	Collecting data during the post assessment and survey in comparison to the pre-assessment and pre-survey.
Increase in positive and joyful learning environment	Number of teachers reporting higher numbers on post-survey and assessment.	Collecting data during the post assessment and survey in comparison to the pre-assessment and pre-survey.

Level 3: Behavior

Kirkpatrick and Kirkpatrick (2015) define Level 3 as the degrees that participants apply what they have learned in the training once it is complete, and how they apply it to their jobs. This coincides with transfer of knowledge because if learners are able to show that they are able to connect what they have learned in their professional lives, then the course is effective. Learners of this course will show transfer of knowledge by effectively using the self-care

routines on a daily/ weekly/ monthly basis, implementing the self-care routine when they become stressed, and conducting crucial conversations with their administration in supporting their stress.

Critical Behaviors Required to Perform the Course Outcomes

Kirkpatrick and Kirckpatrick (2015) define critical behaviors as the few specific actions that will have a major impact on the learner and course desired results as long as they are performed consistently on the job. In this course, there are two critical behaviors that must take place in order for effective results to occur. The first is learners fully implementing their self-care routines into their personal and professional lives in order to decrease the amount of burnout and stress that they feel. The second would be to create positive spaces where crucial conversations can be implemented and actually having them when needed in order to bridge the gap between school leaders and school teachers. When demonstrated successfully, these behaviors will ensure that learning outcomes will be achieved. The table below outlines the two critical behaviors discussed above by analyzing the metric(s), method(s) and timing for the evaluation.

Table 7

Critical Behaviors, Metrics, Methods, and Timing for Evaluation

Critical Behavior for Course Outcomes	**Metric(s) (Unit of measure)**	**Method(s) (How measured)**	**Timing (How often)**
Implementation of self-care routine	# of times completed in daily/weekly/monthly sections	Completion of routine	Daily/Weekly/Monthly
Crucial Conversation	# of crucial conversations	Yes/no checklist	As Needed

Required Drivers

The New World Kirkpatrick Model defines required drivers as "processes and systems that reinforce, monitor, encourage and reward performance of critical behaviors on the job" (Krikpatrick and Kirkpartrick, 2015). This is essential to any evaluation because it supports critical behaviors. Required drivers of this course include exemplars of self-routines, bi-weekly check-ins, and coaching support for conducting crucial conversations. The table below goes into further detail about the method(s), timing and support for critical behaviors.

Table 8

Required Drivers to Support Critical Behaviors

Method(s)	Timing	Critical Behaviors Supported 1, 2, 3 Etc.
Reinforcing		
Exemplar of self-care routine will be provided during the course.	During the course	1
Constructive feedback will be provided during the course.	During the course	1,2
Encouraging		
Verbal and non-verbal positive reinforcement will be provided during the course by encouraging learners while working on their self-care routines and conducting their crucial conversations.	During the course	1,2
Rewarding		
Positive verbal reinforcement for learners while they complete their self-care routines and conduct crucial conversations.	During the course	1,2
Monitoring		
Instructor will monitor and give feedback on all self-care trackers.	During the course	1

Facilitator will give feedback to learners throughout the course while they work independently and in groups.	During the course	1,2

Organizational Support

It is critical that organizational support is represented. If the school, or school district is not on board with educators creating self-care routines in order for them to protect their mental health, then that would not be beneficial to either side. It would create a divide on the schools and districts. Having the organizations support will also potentially increase the learners motivation in completing and implementing the course materials after the course is completed.

Level 2: Learning

Kirkpatrick and Kirkpatrick (2015) define Level 2 of Learning as "the degree to which participants acquire the intended knowledge". The overall goal is for learners to want to stay in the education field based on the increase of positive mental health due to them putting themselves as a priority through self-care and expressing their concerns with their leadership team at their school site. The learning goals that will focus on introducing, reinforcing and mastering these goal for this course are as follows:

1. Identify the indicators of burnout,
2. Create a self-care routine,
3. Identify their own stressors and pick routines to help lessen their stress,

4. Collaborate and have a meaningful conversation with the administration on controversial and crucial topics,
5. And demonstrate the value of a self-care routine.

Terminal Learning Objectives

- By the end of the workshop, learners will be able to implement the six steps to having an effective and meaningful crucial conversation by simulation.
    - This objective allows learners to demonstrate their understanding of the six steps to having an effective critical conversation, all while receiving an at-bat for a conversation that they may fear.

Components of Learning Evaluation

There are various ways in which the learners will be assessed. There will be a host of formal and informal assessments to determine if learners are truly grasping the content of the course. Prior to and after the course, learners will be asked to fill out surveys and assessments. During the course, learners will answer questions that are open ended, check for understanding, and thoughtful thought questions that will be presented in whole group and individually.

Table 9

Evaluation of the Components of Learning for the Program.

Method(s) or Activity(ies)	Timing
Declarative Knowledge "I know it."	
Journal	During Course
Pre-Assessment	Pre Course
Post-Assessment	Post Course
Check For Understanding	During Course
Thoughtful Thought Questions	Durning Course
Procedural Skills "I can do it right now."	
Conduct a Crucial Conversation	During Course

Journal Questions	During Course
Attitude "I believe this is worthwhile."	
Pre-Assessment	Pre Course
Post-Assessment	Post Course
Confidence "I think I can do it on the job."	
Post-Assessment	During Course
Commitment "I will do it on the job."	
Conduct a Crucial Conversation Tracker	Post Course
Post-Assessment	Post Course

Level 1: Reaction

In The New World Kirkpatrick Model, Kirkpatrick and Kirkpatrick (2015) determine Level 1 as the final stage which is defined as "the degree to which participants react favorably to the learning event". The three domains to this level are engagement, relevance, and customer satisfaction which assess the learners motivation towards the course. Engagement will be measured by the use of the pre- and post-assessments, and the crucial conversation trackers. Post surveys will help to gather data on the relevance and satisfaction of the course.

Table 10

Components to Measure Reactions to the Program.

Method(s) or Tool(s)	Timing
Engagement	
Pre-/ Post- assessments	During Course
Conduct a Crucial Conversation Tracker	Post Course
Relevance	
Post-survey	Post Course
Customer Satisfaction	
Post-survey	During Course

Evaluation Tools

In this section, the outline for how the data will be collected will be presented. The data will be presented qualitatively and quantitatively with the use of tables and charts.

Immediately Following the Program Implementation

At the end of the course, the facilitator will follow up with the same survey for the learners to fill out that was presented prior to the course. It will assess if there were any changes in the learners value and self-efficacy from pre to post. Below are four examples of the types of questions that will be asked:

1. Likert Scale Questions:

Directions: Circle the best choice for the following questions below based on how you feel about your value at your school site.

a. I think I will be able to use what I learned in this session in my classroom.
    i. Strongly Agree
    ii. Agree
    iii. Neutral
    iv. Disagree
    v. Strongly Disagree
b. I think the materials in this session have been useful for me to learn.
    i. Strongly Agree
    ii. Agree
    iii. Neutral
    iv. Disagree

v. Strongly Disagree

c. I'm certain I understood the most difficult material presented in the articles and in-depth discussions in this session.

i. Strongly Agree

ii. Agree

iii. Neutral

iv. Disagree

v. Strongly Disagree

d. I'm confident I did an excellent job on the tasks and discussions in this session.

i. Strongly Agree

ii. Agree

iii. Neutral

iv. Disagree

v. Strongly Disagree

Delayed For A Period After The Program Implementation

A month following the completion of the course, data will be collected to assess its effectiveness. The data will begin with Level 4 of Kirkpatrick's New World Model. Learners will be asked for feedback in regards to the instructor, the course and the effectiveness of the course. In this section, learners will also be asked about their mental health, motivation, and number of years they plan to stay in the classroom. Level 3 will be the next level to be assessed by

assessing whether or not they have implemented any of the materials that they have learned during the course. Learners will be asked how often they implement the resources as well. In Level 2, learners will be assessed by taking the course pre/post survey questions. These questions will be surveyed as data to determine the effectiveness of their learning a month after taking the course. Level 1 will be assessed by collecting data qualitatively by asking learners about their mental health, stress levels, motivation and self-care habits post course.

1. Likert Scale Questions:
    a. Practicing Self-care is important to me.
        i. Strongly Agree
        ii. Agree
        iii. Neutral
        iv. Disagree
        v. Strongly Disagree
    b. I know more about self-care strategies now than I did before the program.
        i. Strongly Agree
        ii. Agree
        iii. Neutral
        iv. Disagree
        v. Strongly Disagree
    c. I implement self-care strategies when stressed out.
        i. Strongly Agree
        ii. Agree

iii. Neutral

iv. Disagree

v. Strongly Disagree

d. I am less stressed as a result of the program.

i. Strongly Agree

ii. Agree

iii. Neutral

iv. Disagree

v. Strongly Disagree

Data Analysis and Reporting

Plan for Survey Data – Difficulty/Discrimination Index for Multiple-Choice, True-False

The plan for the survey data is as follows. The items for motivation data will be measured using a motivation self-efficacy and value scale. It will be analyzed by computing the mean and standard deviation.

Plan for Interview Data

The plan for interview data is as follows. The items for the motivation data will be measured using a likert-scale format. The computation of alpha will be to help with the analysis procedures.

Plan for Observation Data

Parts of the data from the knowledge and learning questions, as well as the exploratory analysis questions were used to help analyze the data. The questions that were used were in the

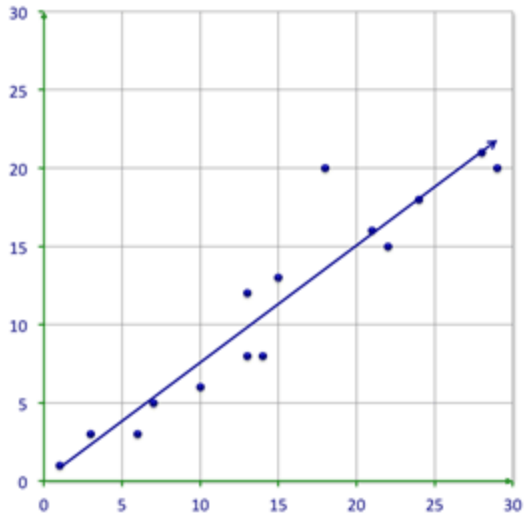
pre-test, post-test, and performance rubric items. The data for these items were computed with the use of the mixture of their means, standard deviations, and correlations to help with the analysis procedures.

Data Visualization

Figure 3 shows the self-rating of emotional stability on the vertical axis and the number of days on the horizontal axis.

Figure 3

Emotional Stability Self-Rating and the Number of Days of Self-Care



The graph above shows a positive correlation between the number of days that a learner incorporates their own self-care routine (on the x-axis) to their emotional stability when it comes to managing their burnout (on the y-axis). The more that the learner uses their self-care routine, the less burnt out the learner feels.

Conclusion

Teacher empowerment allows teachers to feel their best and be effective in their profession. As a result of this professional development course, learners will be able to successfully create a self-care routine to help reduce stress, resulting in ineffectiveness and their continuation in the profession. Thus, the appropriate needs assessment model is the discrepancy model. The crisis that has been identified is the alarming rate at which teachers are leaving the educational system. Studies show that educators leave the classroom exponentially due to micromanaging, compensation, workload, role conflicts, lack of social support and promotion, and student behaviors (Sass et al., 2011). This is due to increased teacher burnout and the lack of courses tailored to help combat it. Many courses are designed to help with mindfulness, advocacy, and creating self-care routines, but there aren't any designed just for educators. This course will be the first of its kind to help educators understand teacher burnout and how advocacy and self-care can help lower the stressors they may feel throughout the day.

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