



**MTI 5 From Burnout To Burned-In: Hacking Teacher Burnout**

**DISTANCE COURSE FOR DOMINICAN UNIVERSITY**

<b>MTI Contact Information:</b>	
<b>MTI Email:</b>	<a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>
<b>Instructor Name:</b>	<b>Nick Pezzuto</b>
<b>Course Creator</b>	Mr. Pezzuto has an M.Ed degree in Administrative Leadership from Olivet Nazarene University and a Masters of Arts in Teaching from Calumet College of St. Joseph. Mr. Pezzuto is an Administrator in Illinois currently serving as the Director of a STEM Magnet Academy. He has held numerous positions in education such as adjunct professor, curriculum developer, instructional designer and assisted the Calumet College NCATE accreditation committee in 2009. His graduate level research, vocation and experience focused on motivation, effective classroom management, differentiation, and teacher leadership. Mr. Pezzuto has extensive training in facilitating PLC's, CRISS strategies and Ruby Payne's models for education and poverty.
<b>MTI Grading:</b>	<a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a>

<b>Course Information</b>	
<b>Course Format (distance learning, online, webinar, experiential onsite courses):</b>	<p><b>Distance Course</b></p> <p>Once you have registered for this course, your textbook will be sent to the address you used at checkout. The cost for the textbook has been included in your course price, there are no additional fees that apply. The textbook is yours to keep for further reflection at the conclusion of the course. Approximately 45 hours of instructional time is devoted to this course.</p> <p>Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10</p>

	<p>business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student.</p> <p>ALL questions, customer service, grades and transcript questions are to be directed to MTI, <b>NOT Dominican University</b>, for this course.</p> <p>All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.</p>
<p><b>Formatting Requirements</b></p>	<p>All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information:</p> <ul style="list-style-type: none"> <li>● Name</li> <li>● Home address</li> <li>● Email address</li> <li>● School district name, address</li> <li>● Date of submission</li> </ul> <p>All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero.</p> <p>Once you have completed all of your assignments, please submit them to <a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a> to be graded by your instructor.</p>
<p><b>Prerequisites and Credit Limits</b></p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours (credits).</p>
<p><b>Required Books and Materials</b></p>	<ul style="list-style-type: none"> <li>● Internet access</li> <li>● Textbook-<i>Hacking Teacher Burnout: 8 Steps To Go From Isolated to Empowered So You Can Overcome Any Challenge</i>. Harper, A. Times 10. Highland Heights, OH. ISBN#: 978-1-948212-22-9.</li> </ul>
<p><b>Learning Outcomes/Competencies:</b> At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Awaken self-awareness and nurture strengths and habits. InTASC 1,2,10</li> <li>2. Explore an eight-step process that guides teachers out of burnout. InTASC 3,4,8,9</li> <li>3. Overcome challenges and fulfill the intentions that brought them into the teaching profession. InTASC 9,10</li> </ol>	

4. Determine long-term goals and create a vision for the future. InTASC 1,2,3,7,8
5. Gain empowerment of a burned-in teacher feeling fulfilled, happy, efficient, and effective in the classroom and in life. InTASC 3,9,10

**Course Description:** This course identifies an eight-step process that guides teachers out of burnout and into a lasting, empowered feeling of being a burned-in teacher. These steps help teachers and school staff feel happy, efficient, and effective in the school setting and in life. The author of the course's textbook, *Hacking Teacher Burnout: 8 Steps To Go From Isolated to Empowered So You Can Overcome Any Challenge*, explains to teachers how to overcome any challenge, and:

- be ready for the next challenge
- take actions that are best for you, depending on your burnout type
- move through burnout rather than fight against it
- thrive-not just survive- personally and professionally

**Learning Strategies:** Professional literature analysis, personal reflection, project-based learning.

**Experiential Learning Opportunities:** Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

<b>Assessments</b>		<b>Approximate contact hours for each assessment</b>
Text questions-(Ten questions at 9 points each)	90 points	10 hours
Applications- 2 @ 45 points each	90 points	10 hours
Action research project	100 points	12 hours
Study and reflection time	Required	3 hours
Final evaluation essay	100 points	10 hours
<b>Total points possible</b>	<b>380 points</b>	<b>45 hours</b>

**Grading Scale: A (90-100%); B (80-89%)**

***\*Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

**Text Question Rubric- 10 questions @ 9 points each**

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
<b>Supporting Evidence in Practice</b> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

### Application Rubric- 2 applications @ 45 points each

Category	Superior (15-14 pts)	Sufficient (13-12 pts)	Minimal (11-10 pts)	Below Standard (9 to 0)
<b>Supporting Evidence in Practice</b> ___/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<b>Accuracy</b> ___/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<b>Grammar and Spelling</b> ___/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.

### Action Research Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
<b>Review of Literature</b> ___/20	Outstanding inclusion of major theories and/or research studies.	Inclusion of major theories and/or research studies.	Limited inclusion of major theories and/or research studies.	No inclusion of major theories and/or research studies.
<b>Appropriate and Accurate Results/ Findings are Described</b> ___/20	Results/Findings appropriately and accurately described in extensive detail in relation to the research questions.	Results/Findings appropriately and accurately described in relation to the research questions.	Results/Findings either not appropriately or not accurately described.	Results/Findings not described.

<b>Grammar and Spelling</b> ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
<b>Methods and Procedures</b> ___/20	Complete and thorough description of data analysis methods.	Complete description of data analysis methods.	Incomplete and/or unclear description of data analysis methods.	No description of data analysis methods.
<b>Conclusions</b> ___/20	Insightful conclusions supported by the data and clearly linked to review of literature.	Accurate conclusions supported by the data and clearly linked to review of literature.	Limited or unsupported conclusions.	No conclusions.

<b>Evaluation Rubric- 100 points</b>				
<b>Category</b>	<b>Superior (20-18 pts)</b>	<b>Sufficient (17-16 pts)</b>	<b>Minimal (15-14 pts)</b>	<b>Below Standard (13 to 0)</b>
<b>Supporting Evidence in Practice</b> ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<b>Accuracy</b> ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<b>Grammar and Spelling</b> ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
<b>Sequencing</b> ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
<b>Reflection</b> ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

## Course Assignments

### **Text Questions: Read and Reflect- (90 points)**

Each text question is designed to get you thinking about the concepts provided by the author. As you read the text, use the questions to help you reflect and how the information can be related to your current work. Each response is expected to be one paragraph or more.

1. What burnout type are you?
2. What burnout stage are you?
3. What's happening in my personal life that could be impacting my happiness and fulfillment at work?
4. What personal, family, social, and global changes have occurred that could be affecting my mood, beliefs, and overall attitude?
5. Create your mission statement. A sentence stem is included in Hack 2 to help you.
6. Tell me your personality type- Type A? Type B? What are your strengths? What comes naturally to you and doesn't require much effort?
7. How do you budget your time?
8. What will you say yes to in the coming year? And what will you say no to in the coming year?
9. Share your self-care go-to's and your self-indulgence go-to's.
10. What is your biggest take-away from this course?

### **Application #1- (45 points)**

Get to work! Follow the four steps to be on your way to leaving burnout behind.

- Step 1: Identify your burnout type and stage of burnout
- Step 2: Identify your burnout triggers
- Step 3: Identify your people
- Step 4: Identify your core values

In 2-3 pages (APA), discuss the answers to the steps. What did you learn about yourself?

### **Application #2-(45 points)**

2-3 pages, APA:

- Make a T-chart. Write "professional" on one side and "personal" on the other.
- Write down habits that you find yourself completing daily in your personal and professional life.
- Now, refer back to Hack 2. Reflect on your habits regarding who, what, where, when, and why. What habits are holding you back? Which ones make you feel strong, empowered, and proud?

### **Research Project- (100 points)**

Research free personality assessments. Take at least two assessments that you have found. Take time to analyze your results and look for patterns in your behavior. Record your analysis and

consider how you can use your findings to move forward on your journey out of burnout. How can you utilize what you're learning about yourself to solve challenges creatively?  
(3-5 pages, APA).

### **Final Evaluation - (100) points**

A coworker you care deeply about is showing signs of burnout. Walk them through Amber Harper's eight hacks that will help them feel burned-in and empowered. You can present this in essay form (3-5 pages, APA), Google slides, a virtual poster, etc.

## **End of Course Survey**

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

**The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.**

### **The InTASC Model Core Teaching Standards (April 2011)**

#### **The Learner and Learning**

##### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

##### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

##### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### **Content Knowledge**

##### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice**

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.