



A Beginning Teacher  
Professional Development Program

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## Facilitator Guide Module Three

For Use with Face to Face Meetings





## Module 3: Avoiding Burnout



### Overview:

Teachers fulfill many roles in their jobs and in their own personal lives. Sometimes they can take on more than they can handle. Over time what they once could handle becomes too much. If not addressed, burnout can occur.

However, as a teacher, you are not alone. You are surrounded by a network of valuable resources. People, places, media, and groups. It's up to you to choose your own path and decide which resources work for you!

### Objectives for this Module:

- 1) Determine your current phase of teaching based on Ellen Moir's Phases of Teacher Attitudes and match attitude to beginning teacher needs and support.
- 2) Examine your talents and explore a strengths-based approach to teaching and learning.
- 3) Develop strategies to maintain your professional focus on effective teaching and student learning when faced with obstacles.
- 4) Revisit teaching philosophy and identify resources (mentors, teachers, administrators, social media) who support your professional outlook.
- 5) Identify "professional community" resources available to support teachers to connect with their profession and each other.





## Module 3: Avoiding Burnout



### How to Use This Program

This program is designed to work with any existing beginning teacher program or as a stand alone program. It should be noted that **it is not necessary to complete or use every activity within a module** in order to be successful with this program. Users are encouraged to review all activities and **select the ones that best match** their requirements and time options.

The program has been designed as a series of modules and activities. All of which can be used together or separately. Users are encouraged to merge the content of these modules with content from their own beginning teacher preparation program.

Each module focuses on research based issues that are common to all beginning teachers. These do not cover all issues that affect beginning teachers. Facilitators are encouraged to provide additional resources applicable to their unique situations.





# Module 3: Avoiding Burnout



## Face to Face Activities Overview

Activity	Summary
<b>Section 1 - Welcome/Overview</b>	
Activity 1 - Welcome/Give and Take	Participants describe how things have been going.
<b>Section 2 - Application</b>	
Activity 1 - Connecting the Dots	Participants see how they have similar interests.
Activity 2 - An Awareness Test	Participants find that there is more than just what they see in resources.
Activity 3 - PLC's	Introduction to what PLC's are all about.
Activity 4 - Action Research	Participants are introduction to the concept of Action Research.
<b>Section 3 - Community Connections</b>	
Determined by location	See suggestions in manual.
<b>Section 4 - Conclusion</b>	
Activity 1 - Question and Answer	Participants have opportunity to ask questions.
Activity 2 - The Cat Video	Participants identify how mentoring they may be.
Activity 3 - Continuing the Conversation	Online assignment for next time.
Activity 3 - Exit Slips	Participants fill out a reflection before leaving.



# Module 3: Avoiding Burnout



## SECTION ONE: Welcome Overview

**Time:** 15 minutes

**Objectives Covered:** #2

**Materials Needed:** Sticky notes, markers, PPT slide (file M3.1 - Welcome and Overview).



### Activity 1 = Welcome/Give and Take

Welcome Pulse Check: You are each other's best resources.

Upon entry, participants post one strength on one color sticky note, along with their name and email address on the back and post.

On a second sticky note of a different color, participants write an area of their teaching that could benefit from change. They include their name and email address on the back and post in a second grouping.

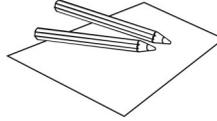
Show PowerPoint file (M3-Welcome.ppt, Slide 2).



## Module 3: Avoiding Burnout



### SECTION TWO: Application



**Time:** 45 minutes

**Objectives Covered:** #2, #3, #4, #5

**Materials Needed:** Blue Dots, PowerPoint File, Phases Chart, Matching Needs Cards

#### Activity 1 : Connecting the Dots

Each beginning teacher should be given a blue dot. At this time, participants should be directed to stick their blue dot to the Phases Chart on the wall, designating their current attitude towards teaching at this moment in the school year.

Note: Mentor teachers should either display a large copy of the Phases Chart (*use M3-Phases-Chart.pdf or Slide 3 of M3-Welcome.ppt*). Teachers will need to refer back to this placement for collaboration later in the workshop.

In table groups, teachers will then match the phase with the supports that are needed by teachers within each phase using the crossword puzzle handout. (*M3-Phases-Crossword.pdf*). Teachers can check their answers on slide four of the *M3-Welcome.ppt*.



# Module 3: Avoiding Burnout



## SECTION TWO: Application Continued ...



### Activity 2 : An Awareness Test

#### Step 1 - Table Talk

At your tables, or in groups, discuss the following questions:

- 1) How much do you have to think about while you are teaching?
- 2) Discuss the many issues you have to keep in mind...student behavior, objectives, physical space, etc.

*(Use slides five and six of M3-Welcome.ppt).*

#### Step 2 - Watch the Video

View video at: <http://goo.gl/gSDaRA>

#### Step 3 - Discussion

Use these questions to generate discussion after the video.

- Why do people not see the moonwalking bear? Even on watching a second time?
- What does this have to do with your teaching?
- How can others help you with your moonwalking bears?
- How can you help others with theirs?

*(Use slide seven and six of M3-Welcome.ppt).*



# Module 3: Avoiding Burnout



## SECTION TWO: Application Continued ....

### **Activity 3 : PLC's - Choosing your own path and working with others.**

Using the PowerPoint file, participants will become acquainted with Professional Learning Communities (PLC's). They will then use the blue dots they placed on the "Phases Chart" in activity 1 to form their own PLC's. Go through each slide of the PowerPoint allowing for questions.

*(Use slides eight through eleven of M3-Welcome.ppt).*

### **Activity 4 : Give and Take**

Revisit the sticky notes! Earlier today you posted two sticky notes. Each of you identified one strength and one area of your teaching that could benefit from change. You are your best resources! If you need help, choose a sticky note from the strengths list to get help in an area where someone else is doing great things! If you want to give help, choose from the struggle list.

Make contact with the person on the back of each sticky note and offer them some help in the area where they are struggling, or contact the person whose strength you have chosen and find out how they found success in this area!

*(Use slide twelve of M3-Welcome.ppt).*

### **Activity 5 : What is Action Research and How Can it Help Me**

Using the PowerPoint file, participants will become acquainted with Action Research. They will see how studying themselves with the help of others can readily help them to improve in almost any area they choose to study.

At Tables, participants are encouraged to share simple examples of action research that you could implement?

In whole group, participants are asked to share one example of action research from each of the table discussions. Briefly explain each step of the process using the chart on the slide fourteen of the PowerPoint file.

*(Use slides twelve through fifteen of M3-Welcome.ppt).*



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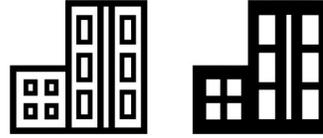


## SECTION THREE: Community Connections

**Time:** 45 minutes

**Objectives Covered:** #6

**Materials Needed:** TBD



**Activity: Making Learning Relevant to Your Community:** Under the direction of the facilitator and master teachers community representatives will be invited to participate and share in this meeting. These activities will vary by school and district. Consult appendix A: Community Engagement for more information.

### Suggestions for this Section:

1. Teachers will identify resources available in the education profession and examine their strengths and weaknesses, cost, and resources available.
2. Teachers will also connect to content and/or grade level- based organizations.
3. Teachers meet local, state, and national teacher associations, fraternities, and honor societies; content and/or grade level-based organizations, their conferences, publications, and professional networks.

"In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something less."

--*Lee Iacocca*



## Module 3: Avoiding Burnout



### SECTION FOUR: Conclusion

**Time:** 15 minutes

**Objectives Covered:** #7

**Materials Needed:** M2-3 Commitment Letter



#### **Activity 1 = Question and Answer Time:**

Lead teachers will provide participants time to share any questions that they may want to ask. These questions could be about the module or anything regarding teaching.

#### **Activity 2 = The Cat Video:**

Watch the video found at: <http://goo.gl/whVWWd>

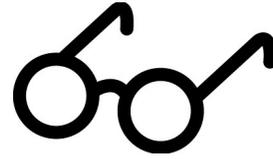
After watching the video, have participants discuss these questions:

- 1) In what ways are you the kitten?
- 2) In what ways are you the cat?
- 3) How do the strategies you learned today apply to the video?

*(Use slide sixteen of M3-Welcome.ppt).*



## Module 3: Avoiding Burnout



### Activity 3 = Continuing the Discussion:

Participants will follow up by reflecting on some of the resources discussed in this module. Whether you identify with the kitten or cat, hopefully, you have started to realize that, as a teacher, you are not alone. You are surrounded by a network of valuable resources- people, places, media, etc.- and it's up to you to choose your own path and decide which resources work for you!

In our face-to-face session, you discovered three strategies: PLCs, Action Research, and Professional Resources. Pick the concept that speaks to you and share your answers to the questions below.

In your own words, what is the resource?

What did you learn about it?

How are you going to use it?

Use the link on the web site entitled - "Continuing the Discussion for Module 3" to access a discussion where participants can post their thoughts.

### Activity 4 = Exit Slips:

As teachers leave the session, the Lead Teachers will instruct them to submit an exit slip. Teachers will list 3 things they learned, two items that might benefit from change, and one item they may need help with as the school year begins. Teachers should include their name on the ticket. Use participant page titled "Exit Slip".



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Exit Slip	
3	Things I learned today or something I really enjoyed was...
2	Items that might benefit from change ...
1	Thing I might need help doing...



## Module 3: Avoiding Burnout



### **SECTION FOUR: Resources for more information**

**(Contained in both facilitator and participant packets.)**

**More about PLC's :** What is a Professional Learning Community

Visit at: <http://goo.gl/Ka4EIJ>

**What is Action Research? :** Excellent article on how to design and implement an Action Research project.

Visit at: <http://goo.gl/eZyNSC>



## Module 3: Avoiding Burnout



### Resources Used In This Module

*(All files can be found on web site under Module Three - Facilitator resources. It is recommended that these be downloaded to the local computer before use.)*

File	Description
<b>M3-Welcome.ppt</b>	PowerPoint file used throughout the module.
<b>M3-Phases-Chart.pdf</b>	Adobe Acrobat file showing phases of first year teachers perception of teaching.
<b>M3-Phases-Crossword.pdf</b>	Crossword Puzzle on the phases of beginning teachers. Adobe Acrobat file.
<b>M3-Phases-Matching.pdf</b>	Definitions for each of the beginning teacher phases. Adobe Acrobat file showing .
<b>M3-Exit Slip.pdf</b>	For participants. A reflection document for participants before they leave.