

The Peak Performing Teacher: 5 Habits for Success

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Course Credit:	1.0 graduate credits
Dates & Times	Session 1 July 25 – 27, 2022 Daily 9:00 a.m. – 4:00 p.m.
	Session 2 July 28 – 30, 2022 Daily 9:00 a.m. – 4:00 p.m.

COURSE DESCRIPTION

This course is designed to help teachers create habits that serve as a support structure in developing and implementing an action plan for self-care. Cultivating focus, re-energizing oneself, and improving daily habits are essential for educators' well-being and the good that they pass along to students. This course asserts that educators' greatest tool is a mirror – in it they will find their greatest advocate for personal growth, power, wellness, and vision: themselves. Finding the time to implement new habits can be hard. Because small changes are easier to plan for and realize, this course concentrates on the habits that are most likely to yield significant improvements. The Peak Performing Teacher: 5 Habits for Success guides educators in meaningful self-reflection by providing five critical practices to increase productivity and decrease anxiety, reflection prompts to guide participants in developing self-care strategies, and practical checklists and templates to help educators maintain goals. Grounded in new research connecting personal change to professional improvement, this course builds a bridge between mind and body to create a comprehensive path for success.

STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will be able to:

1. Identify the positive effects of enjoying a physical life and the positive impact it can have on day to day living.
2. Utilize specific strategies in managing stress through perspective, cognitive reframing, and relaxation.
3. Identify the research-based power of gratitude and the immediate impact it can have on positive living.

4. Create a realistic morning routine that has a positive and lasting impact on daily personal and professional quality.
5. Design a personal mission statement that inspires personal and professional achievement.
6. Write goals that support the creation of new habits and personal power.
7. List the key elements of the relationship between self-care and classroom success.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Texts:

- Kuczala, M. (2022). *The peak performing teacher: 5 habits for success*. Thousand Oaks, CA: Corwin. ISBN 9781071853252
- Lengel, T. & Kuczala, M. (2010). *The kinesthetic classroom: teaching and learning through movement*. Thousand Oaks, CA: Corwin. ISBN 9781412979542

Optional/Recommended Readings:

- “Why It’s So Hard for Teachers to Take Care of Themselves” by Jennifer Gonzalez
<https://www.cultofpedagogy.com/teacher-self-care/>
- Fisher, M. (2020). 7 ways exercise makes you happy – and how much you need to improve your mood. *Insider*. <https://www.insider.com/does-exercise-make-you-happy>
- “What is Cognitive Reframing?” by Amy Morin
<https://www.verywellmind.com/reframing-defined-2610419>
- Walton, A. (2015, February). 7 ways meditation can actually change the brain. *Forbes*. <https://www.forbes.com/sites/alicegwalton/2015/02/09/7-ways-meditation-can-actually-change-the-brain/?sh=437ccb0b1465>
- Morin, A. (2014, November). 7 Scientifically proven benefits of gratitude that will motivate you to give thanks year-round. *Forbes*.
- 7 Science-Backed Secrets of a Productive Morning Routine by Jennifer Lance
<https://positiveroutines.com/productive-morning-routine/>
- von Sonnenberg, E. (2011). Ready, set, goals! *Positive Psychology News*.
<https://positivepsychologynews.com/news/emily-vansonnenberg/2011010315821>

COURSE REQUIREMENTS:

In order to receive a Passing grade, the participants must:

1. Attend all class sessions.
2. Actively participates in discussions and activities related to course objectives.
3. Implementation Plan: Teachers will be required to create an implementation plan including elements of all 5 habits and how each one will play a continued/new/changed role in your daily living practice.
4. Presentation Video: Each participant will make a 5-minute presentation video highlighting the specific changes made in the implementation plan but also including the personal “why” the change is being made and the expected outcome for each change.

GRADE DISTRIBUTION AND SCALE

Grade Distribution:

Attendance	10%
Participation	10%
Implementation Plan	40%
Presentation	<u>40%</u>
Total	100%

Grade Scale:

90-100%	A
80-89%	B
79% and below	F