ADVANCEMENT COURSES™
A Better Course for Better Teaching

Course Review Request

Student Name: ____________________________________________

Date: ________________________________________________
Dear Administrator or Professional Development Coordinator,

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to tens of thousands of teachers. Our extensive curriculum includes over 150 graduate-level, self-paced courses in a broad range of subjects and available in both online and print-based formats. Our course authors are expert teachers and instructional coaches who are rich with classroom experience, credentialed with advanced degrees, and well-published thought leaders in their area of expertise; they are carefully selected for each course based on their deep knowledge of that particular subject and grade level. Advancement Courses are reviewed and accredited by top universities for graduate-level semester hours of credit and are also available for professional development hours or their equivalent.

Advancement Courses are already pre-approved by the following states, districts, and accrediting bodies:

- Illinois State Board of Education (ISBE)
- Texas Education Agency (TEA)
- New York City Department of Education (NYCDOE) After School Professional Development Program (ASPDP)
- Los Angeles Unified School District (LAUSD) Joint Salary Point Committee
- Chicago Public School (CPS) Lane Credit Committee

University and Credit Options

<table>
<thead>
<tr>
<th>Select</th>
<th>University</th>
<th>Accreditation</th>
<th>Credit Type</th>
<th>Record</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Andrews University</td>
<td>Andrews University is accredited by the North Central Association of Colleges and Schools (NCA). Its teacher training and school services programs are further accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the State of Michigan Department of Education.</td>
<td>Graduate</td>
<td>University Transcript</td>
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<tr>
<td></td>
<td>Greeneville College</td>
<td>The College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The education program is accredited by the Illinois State Board of Education. The traditional undergraduate, UTEP and Master of Arts in Education programs are also accredited by the Teacher Education Accreditation Council.</td>
<td>Graduate</td>
<td>University Transcript</td>
</tr>
<tr>
<td></td>
<td>LMU</td>
<td>LMU is regionally accredited by the Western Association of Schools and Colleges (WASC) with program-specific accreditation by the California State Commission on Teacher Credentialing and the National Council for Accreditation of Teacher Education.</td>
<td>Graduate Level</td>
<td>University Transcript</td>
</tr>
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I will be taking the following course for professional development hours only and not for credit through a university partner.

Non-Credit Level | Advancement Courses Certificate

support@advancementcourses.com | 800.762.0121
Why should teachers take our courses?

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

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

Feedback & Facilitation
Experienced facilitators guide learners through every course, answering questions and offering detailed feedback on assignments. Feedback is rubric-driven, constructive, and positive.

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

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

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

Three Semester Hours of Graduate-Level Credit or
45 Hours of Non-Credit Professional Development

Completing Your Course:
This packet contains your assignments for your self-directed course. If you do not have all the materials, or if you do not understand the directions, contact us at 1-800-762-0121 or support@advancementcourses.com. You have 6 months to complete and return your coursework by emailing a scanned copy to submit@advancementcourses.com OR mailing your coursework to Advancement Courses 3151 Airway Avenue Suite B-2 Costa Mesa, CA 92626.

Course Description:
Kindness, considered a universally desirable trait, is not often formally “taught” at school. While all teachers want students to treat each other with kindness and respect, there is not always time to focus classroom instruction on building this social skill, especially as students get older and academic requirements become more rigorous. However, researchers believe that this trait can (and should) be actively nurtured throughout all of childhood and adolescence. This course is applicable to elementary school teachers, since elementary school students are moving from a family-centric social model to a peer-centric one, so building a foundation of good interpersonal skills is paramount. The course is also applicable to middle and high school teachers because it is crucial to reinforce and continue building kindness skills, as these are the years when exclusionary cliques and bullying can reach their peak.

In this course, the teacher will learn about the biological roots of kindness that are present in all people at birth. The teacher will gain concrete strategies for helping students build key components of kindness: empathy, perspective-taking, honesty, and trustworthiness. Teachers will also learn about the personal and social benefits of practicing random acts of kindness and the importance of impressing on students the need to treat those who are “different” with kindness. At the end of the course, the teacher will know how to support all students in developing kindness towards both themselves and others.

Connections to Practice:
This course provides the following classroom connections:

• Techniques for teaching students that all people are born with kindness and how important it is to build that trait
• Tools to teach students about “random acts of kindness,” how these acts feel for both giver and recipient, and how to practice their own acts of kindness
• Exercises that help students read facial expressions in order to develop empathy and perspective-taking skills
• Ways to identify students who have experienced or are experiencing barriers to developing kindness, and supporting them in overcoming these obstacles
• Activities for your students to practice building honesty and trust, two key elements in behaving kindly toward others
• Practices to help students behave with kindness toward all of their peers, and especially toward those with emotional, physical, or behavioral disabilities

Course Objectives:
The goals of this course are for the learner to be able to:

• Realize that the biological roots of kindness present at birth can either be fostered or hampered, and how to work with students who need extra support to overcome barriers to kindness
• Recognize the power of the teacher to implement short- and long-term practices to perpetuate students’ ability to be kind toward themselves and others
• Identify what “random acts of kindness” are and how it felt to both give and receive kindness, including anonymous acts of kindness, in order to help students engage in these types of acts
• Understand that kindness has many related positive traits that can be instilled in students, such as empathy, perspective-taking, honest, and trust and how to convey the importance of these to students
• Understand that children with emotional, physical, or behavioral disabilities are often treated unkindly and how to support a classroom culture of kindness for all

Learner Outcomes:
Upon completion of this course, a teacher will:

• Explain to students that they were all born with kindness and that kindness is one of the most important traits for success in life
• Develop exercises that help students read facial expressions in context so they can develop empathy and perspective-taking skills
• Describe factors that can inhibit the development of kindness in children, so the teacher can work with students who need extra support in building kindness skills
• Teach the connection between honesty, trust, and kindness so that all students are able to practice and receive trust
• Implement practices so that all students treat their peers with kindness, in particular those with emotional, physical, or behavioral disabilities

Charlotte Danielson Framework for Teaching Alignment:

Domain 1: Planning and Preparation
1b: Knowledge of Students
1c: Setting Instructional Outcomes

Domain 2: The Classroom Environment
2a: Creating an Environment of Respect and Rapport
2c: Managing Classroom Procedures
2d: Managing Student Behavior

Domain 3: Instruction
3a: Communicating with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning

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

Assessments: The course includes a combination of reading assignments with graphic organizers for active reading, reflective journaling, application activities, and a final project.

Materials:


Course Outline:

• **Module 1:** Read *Random Acts of Kindness* and complete:
  o The *Giving and Receiving Kindness* graphic organizer
  o Journal entries
  o Application Activity: Kindness Traits Classroom Poster

• **Module 2:** Read the Introduction and Chapters 1 and 2 of *Born for Love: Why Empathy is Essential – and Endangered* and complete:
  o The *Roots in Biology* graphic organizer
  o Journal entries
  o Application Activity: Empathy and Kindness

• **Module 3:** Read Chapters 3, 5, and 6 of *Born for Love* and complete:
  o The *How Trauma Hampers the Growth of Kindness* graphic organizer
  o Journal entries
  o Application Activity: Overcoming Barriers to Developing Kindness

• **Module 4:** Read pages *The Kindness of Children* and complete:
  o The *Kindness in Its Purest Form* graphic organizer
Final Project:
The final project is a summative assignment with the goal of pulling together everything you have learned in the course. In the final project, you will create a “Kindness Campaign” for your classroom. You will choose elements of kindness education to focus on each day of the week, explain why these topics are important and relevant to you and your students, create instructional objectives for each day of your campaign, and develop activities you would conduct to help students learn and practice each element of kindness.

Method of Evaluating Student’s Performance:

<table>
<thead>
<tr>
<th>Assignment(s)</th>
<th>Percentage of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Activities</td>
<td>60%</td>
</tr>
<tr>
<td>Final Project</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Please note that to pass this course, you must receive a grade of 80% or higher.*

Completion of all activities is required to receive a grade. This applies to courses taken for graduate credit or non-credit. You may complete the course activities by hand or by word processor as long as all work is completed and submitted.

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

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

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

*Cheating*: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.
Find out why teachers love our PD courses

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Feedback & Facilitation. Experienced facilitators guide learners through every course, answering questions and offering detailed feedback on assignments. Feedback is research-based, positive, and constructive.