

**George Mason University  
College of Education and Human Development  
Early Childhood Education**

ECED 597.B01 Teacher Well-Being in Early Childhood Education  
3 Credits, Summer 2023, Bichronous  
5/30/2023-7/29/2023; Wednesdays/ 4:30-7:10 pm

**Faculty**

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**Prerequisites**

None

**University Catalog Course Description**

Introduces current knowledge about early childhood teacher well-being through a strengths-based, ecological approach. Includes an overview of well-being and its components, addresses the importance of teacher well-being within the context of the school environment, and provides techniques to enhance overall workplace well-being with special attention to how teacher well-being promotes increased student well-being and overall student outcomes.

**Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 30, 2023.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)  
To get a list of supported operation systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Define well-being and teacher well-being from different paradigms, including a strengths-based approach and ecological model to enhance understandings of well-being models for early childhood educators.
2. Apply various paradigms for understanding how teacher well-being supports student well-being, student outcomes, and effective schools.
3. Apply reflective practice strategies to enhance teacher well-being, student social emotional and academic outcomes, and improve instructional practices to meet the needs of diverse young children and their families.
4. Design a teacher well-being professional development session using strengths-based approaches at the individual, interpersonal, or contextual level to enhance teacher retention efforts and overall student outcomes.

### **Professional Standards**

Interstate Teacher Assessment and Support Consortium (InTASC) Standards

Upon completion of this course, students will have met the following professional standards:  
N/A

### **Required Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. ISBN: 9781433832178

Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press. ISBN: 9780807069158

### **Additional Readings**

Baum, C. M., Christiansen, C. H., & Bass, J. D. (2015). The Person-environment-occupation-performance (PEOP) model. In C. H. Christiansen, C. M. Baum, & J. D. Bass (Eds.), *Occupational therapy: Performance, participation, and well-being* (4th ed., pp. 49–56). SLACK Incorporated.

Billingsley, B., & Bettini, E. (2019). Special education teacher attrition and retention: A review of the literature. *Review of Educational Research*, 89(5), 697–744.  
<https://doi.org/10.3102/0034654319862495>

Bradley, C., & Cordaro, D. (2020). Impacts of the four pillars of wellbeing curriculum: A 3–year pilot study. *Translational Issues in Psychological Science*, 6(4), 404–411. <https://doi.org/10.1037/tps0000275>

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

Bullough, R. V., Hall-Kenyon, K. M. & MacKay, K. L. (2012). Head start teacher well-being: Implications for policy and practice. *Early Childhood Education Journal* 40, 323–331.  
<https://doi.org/10.1007/s10643-012-0535-8>

Claus, M., Adams, J., Kimbel, R., Letzel, S., & Rose, D. (2016). How can the health

situation and well-being of staff at German schools for the severely handicapped be improved? *International Archives of Occupational & Environmental Health*, 89(3), 503–511. <https://0.1007/s00420-015-1089-z>.

Cumming, T. (2017). Early childhood educators’ well-being: An updated review of the literature. *Early Childhood Education Journal*, 45(5), 583–593. <https://search.proquest.com/docview/1921406854>

Fox, H., Tuckwiller, E. D., Kutscher, E. L., & Walter, H. L. (2020). “What makes teachers well?” A mixed methods study of special education teacher well-being. *Journal of Interdisciplinary Studies in Education*, 9(2) 234–258. <https://doi.org/10.32674/jise.v9i2.2170>

Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., Rasheed, D., DeWeese, A., DeMauro, A. A., Cham, H., & Greenberg, M. T. (2017). Impacts of the CARE for teachers program on teachers’ social and emotional competence and classroom interactions. *Journal of Educational Psychology*, 109(7), 1010–1028. <https://doi.org/10.037/edy000187>

Kwon, K. A., Horm., D. M., & Amirault, C. (2021) Early childhood teachers’ well-being: What we know and why we should care. *Zero to Three Journal*, 41(3), 35–44.

McCallum, F., Price, D., Graham, A., & Morrison, A. (2017). Teacher wellbeing: A review of the literature. *Association of Independent Schools: NSW*. <https://apo.org.au/node/201816>

Renshaw, T. L., Long, A. J., & Cook, C. R. (2015). Assessing teachers’ positive psychological functioning at work: Development and validation of the teacher subjective well-being questionnaire. *School Psychology Quarterly*, 30(2), 289–306. <http://doi.org/10.1037/spq0000112>

Viac, C., & Fraser P. (2020). Teachers’ well-being: A framework for data collection and analysis, *OECD Education Working Papers*, No. 213, OECD Publishing. <https://doi.org/10.1787/c36fc9d3-en>

Walter, H. L., & Fox, H. (2021). Understanding teacher well-being during COVID-19 pandemic overtime: A qualitative longitudinal study. *Journal of Organizational Psychology*, 21(5), 37–51. <https://doi.org/10.33423/jop.v21i5.4716>

Walter, H. L., Tuckwiller, E. D., Kutscher, E., & Fox., H. (2022). Profiles of early childhood special educators’ well-being. *Journal of Early Childhood Teacher Education*. <https://doi.org/10.1080/10901027.2022.2093296>

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	25
<ul style="list-style-type: none"> <li>● Self-Evaluation</li> <li>● In-Class School Vision Well-Being Group Project</li> </ul>	7/26 Ongoing	
Teacher Interview	6/14	10
Teacher Well-Being Model and Presentation	7/5	15
Teacher Well-Being Seminar	7/26	25

Journal Article Reflection Log and Group Discussions	On these dates:	<b>25</b>
Journal 1	6/7	5
Journal 2	6/21	5
Journal 3	6/28	5
Journal 4	7/12	5
Journal 5	7/19	5
<b>TOTAL</b>		<b>100</b>

- **Assignments and/or Examination**

**Journal Article Reflection Log (25 points, 5 reflections @ 5 points each)**

Students will reflect on their readings and coursework using a reflective lens to understand teacher well-being. Journal entries will include a synthesis of the readings, how the information can be used within the early childhood education field to support teachers, and the model through which the information aligns (e.g., ecological model). These one-page reflections will serve as a springboard for weekly discussion groups to help dig deeper into critical and important issues on a more contextual level. Students will post their reflections to the appropriate Discussion Board forum and respond to their classmates with substantive comments and/or questions. Students will be graded on their participation, reflective engagement, and cultural responsiveness.

**Teacher Interview (10 points)**

Understanding teachers' experiences within school-based contexts is an important lens for understanding practices teachers use to enhance their individual well-being and what school conditions may positively or negatively impact their intent to stay in the field. Students will conduct an interview (30 minutes minimum) of an early childhood teacher in any setting (center-based, school-based, or early intervention setting) and ask a set of pre-approved questions related to how the educator perceives their school-based experiences and individual well-being. Students will write a four- to five-page reflection on the interview describing what was learned about teacher well-being during the interview and discuss two factors that may negatively impact teacher well-being and two factors that may positively impact teacher well-being. Students will support their discussions with citations from the textbook, articles read for class, and other peer-reviewed resources.

**Teacher Well-Being Model and Presentation (15 points)**

Teacher well-being consists of many components. Synthesizing the information acquired during class readings and class discussions, students will create a personally relevant well-being model. Student's model and presentation will do the following:

- Define what teacher well-being means to them personally, as well as what practices look like at each level (individual, interpersonal, contextual);
- Design a diagram or framework (i.e., model) that illustrates the components of teacher well-being they identified as personally relevant; and
- Present their diagram/framework to the class in a 5- to 10-minute presentation that includes the following:
  - Articulates their synthesized personal definition of teacher well-being;
  - Describes what teacher well-being looks like at each level (i.e., individual, interpersonal, and contextual) for them; and

- Explains clearly how and why they chose to use this diagram/framework to represent their well-being model.

Students will submit a well-developed infographic that includes the above definition and diagram/framework along with appropriate citations. Students will provide this infographic to classmates through the Bb Discussion Board forum prior to their class presentation.

### **Teacher Well-Being Seminar (25 points)**

Teacher autonomy and choice are important parts of teacher well-being. Ongoing opportunities for educators to investigate and engage in meaningful dialog with other professionals regarding their explorations is an important practice. Accordingly, students will select an area of teacher well-being to investigate further and create a discussion-based seminar on their topic. Students will submit their well-being topic for approval by the instructor. The seminar should be approximately 1/2 hour and designed to engage their early childhood education professional peers in meaningful discussion of the approved well-being topic. Students will complete components of this project in two phases: Phase 1: Preparing for the Well-Being Seminar and Phase 2: Teacher Well-Being Seminar Facilitation and Reflection.

Components of this project must include the following:

#### **Phase 1: Preparing for the Well-Being Seminar**

- Topic Selection
  - Students will select a teacher well-being topic for their seminar.
  - Students will send their topic to the course instructor for approval.
- Article Selection and Review
  - Students will identify at least two practice-based journal articles and two research-based journal articles related to their approved seminar well-being topic.
  - Students will provide an APA citation for each article.
  - Students will provide a summary of each article using APA citations as appropriate.
  - Students will craft a brief rationale for their seminar using the literature they identified using APA citations as appropriate.
- Presentation Planning: Students will submit a presentation plan to the instructor prior to facilitating the seminar. Student's seminar presentations and facilitation plans will
  - Provide a clear definition of the topic area related to well-being,
  - Describe how it relates to the well-being of ECE professionals,
  - Include a detailed description of the presentation mode (e.g., lecture/presentation, online module, webinar) to include required timeline and technology,
  - Outline the objectives/goals for the seminar seminar/session, and
  - Explain how they will engage participants throughout the seminar (i.e., promote discussion, encourage reflection, and offer opportunities for practice).

## **Phase 2: Teacher Well-Being Seminar Facilitation and Reflection**

Students will facilitate their well-being seminar. After students facilitate their seminar, students will provide a brief reflection on their seminar experience, based on feedback from participants and their course instructor.

Students will submit all components for this teacher professional development seminar/session through Bb.

### **● Other Requirements**

#### **Attendance and Participation (25 points)**

Active participation and engagement are imperative for optimal learning. Therefore, students will prepare for and participate in in-class and online activities. Students will be expected to do the following:

- Attend class, arrive on time, and stay for the entire class period for all in-person and online synchronous class sessions.
- Complete all online asynchronous work by the due dates.
- Use laptops and personal devices for instructional purposes only during in-person and online synchronous class sessions.
- Complete readings and prepare for class activities prior to class as evidenced by the ability to discuss, write about, and engage in activities related to the concepts presented and examined in the texts.
- Complete participation activities across the semester that complement the scheduled course topic. *Note: Instructors will periodically collect artifacts from the activities.*
- Support the participation and learning of classmates. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Show evidence of critical reflective thinking through in-person, online synchronous, and online asynchronous discussions, activities, and written reflections.
- Display professional dispositions at all times when interacting with the instructor, classmates, and other professionals.
- Submit an attendance and participation self-evaluation.

#### **Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.

3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95-100    A- = 90-94    B+ = 87-89    B = 80-86    C = 70-79    F = <70

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all graduate licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

**Class Schedule**

Date	Topic	Readings and Assignments Due
<b>Part 1: What is Teacher Well-Being?</b>		
May 31 4:30-7:10 pm	Introduction  Defining Well-Being and Teacher Well-Being TWB Survey  How Does Well-Being Compare to Other Paradigms?  What are Components of Well-Being?	Renshaw (2015) Viac & Fraser (2020) McCullum (2017) Bronfenbrenner (1979)
June 7 4:30-7:10 pm	What Does Well-Being Look Like at the Individual Level?  Physical/Emotional Well-being BPS Intervention (imagining your future self)	Claus et al., (2016) Jennings et al. (2017) Kwon (2021)  <b>Due to Bb (6/7): Reflective Journal #1</b>



June 14 No Class		<b>Due to Bb (6/14): Teacher Interview</b>
June 21 4:30-7:10 pm	What Does Well-Being Look Like at the Interpersonal Level?  Support in and Outside the Workplace (Core Values/ Strengths Inventory)	Walter & Fox (2021)  <b>Due to Bb (6/21): Reflective Journal #2</b>
June 28 4:30-7:10 pm	What Does Well-Being Look Like at the Contextual Level?  Positive School Climate and Conditions  Structural Inequities and Holistic Solutions/ Policy and Practice	Bullough (2012) Love (2019) Chapter 2&3  <b>Due to Bb (6/28): Reflective Journal #3</b>
July 5 4:30-7:10 pm	Presenting Well-Being Models	<b>Due to Bb (7/5): Well-Being Model</b>
<b>Part 2: Why is Teacher Well-Being Important in the ECE/ECSE Classroom</b>		
July 12 4:30-7:10 pm	Attrition and Burn Out in ECE/ECSE Attrition Rates of Different Demographics  Person-Environment-Occupation-Fit  Environment, Temperament, and Early Childhood Settings  Teacher Self-Efficacy and Autonomy  Reflective Practice and PD Opportunities  Positive and Responsive Classroom Environment for Increased Child Outcomes	Billingsley (2019) Cummings et al. (2017)  Baum et al. (2015) Walter et al (Under Review) Fox et al. (2020) Lawler (2003)  Jennings et al. (2013) McCullum (2010)  <b>Due to Bb (7/12): Reflective Journal #4</b>
<b>Part 3: Techniques That Improve Teacher Well-being</b>		
July 19 4:30-7:10 pm	What is Critical PPI  Thinking About Privilege and Well-Being  Caring for the Caregiver  Self-Compassion	Love (2019) Chapter 4 Chapters from Neff (2011)  <b>Due to Bb (7/19): Reflective Journal #5</b>

<p>July 26 4:30-7:10 pm</p>	<p>Positive School Climates  Context Specific Supports  Well-Being Seminars</p>	<p>Bradley et al. (2020)  <b>Due to Bb (7/26): Well-Being Seminar</b>  <b>Due to Bb (7/26): Attendance and Participation Self-Evaluation</b></p>
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

**Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Non-Confidential Employee” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological](#)

[Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730 or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website: <http://cehd.gmu.edu>.**

## Evaluation Guides

### Teacher Well-Being Model and Presentation (15 points):

Teacher well-being consists of many components. Synthesizing the information acquired during class readings and class discussions, students were expected to create a personally relevant well-being module. Students' model and presentation will be evaluated on the following:

Points	Components
___/5	Defined what teacher well-being means to them personally, as well as what practices look like at each level (individual, interpersonal, contextual) and Designed a diagram or framework (i.e., model) that illustrates the components of teacher well-being they identified as personally relevant
___/5	Presented their diagram/framework to the class in a 5- to 10-minute presentation that included the following: <ul style="list-style-type: none"> <li>• Articulation of their synthesized personal definition of teacher well-being,</li> <li>• Description of what teacher well-being looks like at each level (i.e., individual, interpersonal, and contextual) for them, and</li> <li>• Explanation of how and why they chose to use this diagram/framework to represent their well-being model.</li> </ul>
___/5	Students submitted a well-developed infographic that included the above definition and diagram/framework along with appropriate citations. Students provided this infographic to classmates through the Bb Discussion Board forum prior to their class presentation.

### Teacher Well-Being Seminar (25 points)

Teacher autonomy and choice are important parts of teacher well-being. Ongoing opportunities for educators to investigate and engage in meaningful dialog with other professionals regarding their explorations is an important practice. Accordingly, students were expected to select an area of teacher well-being to investigate further and create a discussion-based seminar on their topic. The seminar was expected be approximately 1/2 hour and designed to engage their early childhood education professional peers in meaningful discussion of the approved well-being topic.

Points	Components
<b>Preparatory Teacher Well-Being Seminar Components</b>	
___/1	<b><i>Topic Selection</i></b> Students selected a seminar/session on a teacher well-being topic. Students sent their topic to the course instructor for approval.
___/8	<b><i>Article Selection and Review</i></b> Students identified at least two practice-based journal articles and two research-based journal articles related to their approved well-being seminar topic. Students did the following: <ul style="list-style-type: none"> <li>• Provided an APA citation for each article.</li> <li>• Provided a summary of each article using APA citations as appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>● Crafted a brief rationale for their seminar using the literature they identified using APA citations as appropriate.</li> </ul>
___/8	<p><b>Presentation Planning</b></p> <p>Students submitted a facilitation plan to the instructor prior to conducting their seminar. Student’s seminar plans did the following:</p> <ul style="list-style-type: none"> <li>● Provided a clear definition of the topic area related to well-being;</li> <li>● Described how it relates to the well-being of ECE professionals;</li> <li>● Included a detailed description of the presentation mode (e.g., lecture/presentation, online module, webinar) to include required timeline and technology;</li> <li>● Outlined the objectives/goals for the seminar/session; and</li> <li>● Explained how they will engage participants throughout the seminar (i.e., promote discussion, encourage reflection, and offer opportunities for practice).</li> </ul>
<b>Teacher Well-Being Seminar Facilitation and Reflection</b>	
___/6	Students facilitated their well-being professional development seminar.
___/2	After students facilitated their seminar, they provided a brief reflection on their professional development experience based on feedback from participants and their course instructor.