



MODEL TEACHING®
Education for Better Educators

A Financial Literacy Mindset for Teachers

COURSE SYLLABUS



MODEL TEACHING

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3 Semester Credits

Course Credit Provided Through Our Partner,
University of Alaska Anchorage

Course Offered in Partnership With University of Alaska Anchorage

UNIVERSITY PARTNER	CREDITS	REGIONAL ACCREDITATIONS	COURSE NUMBER
 UNIVERSITY of ALASKA ANCHORAGE.	3 Graduate-Level Semester Credits	Northwest Commission on Colleges and Universities (NWCCU)	TBD

Clear, Template-Based Course Format.

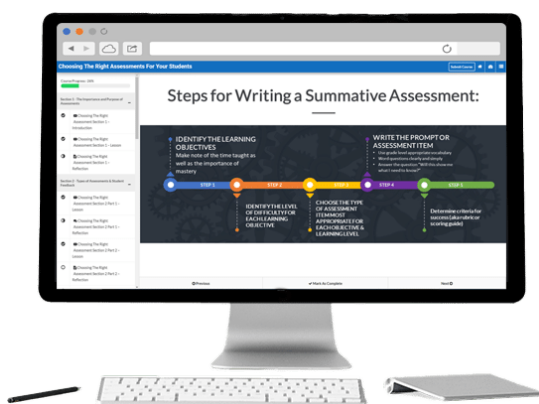
We know teachers are busy. That's why we make our course format as straightforward as possible.

- ✓ **Template-based assignments with no long essays** – we want you to focus on the learning content seamlessly and hassle-free. You'll get high-quality learning without wasting time on long, open-ended essays.
- ✓ **No busy work** – our template prompts are designed to give you an easy way to showcase your learning so you can focus more on the content and come away with a plan of action.
- ✓ **Streamlined & standardized course format** – from video lessons to built-in live chat with our instructors; once you complete one course with us, you will know exactly what's expected for the rest of your courses.



Fast & Convenient. Start Immediately & Work At Your Own Pace.

On a tight timeline? We can help! With ultra-fast credit/transcript processing and rolling credit processing, you can make your salary advancement deadline.



- ✓ **Pick your courses & get started** – start immediately or wait to begin in the semester of your choice.
- ✓ **Ultra-fast credit & transcript processing** – get your transcripts fast. We will help you meet your salary advancement deadline.
- ✓ **1 full year of course access** – you will have a full year to choose and work on your courses. Our course bundles allow you to control when you begin your learning and in which semester.
- ✓ **100% online** – with our video-based lessons and content, you will not have to wait for textbooks or specific start times. You can begin your learning as soon as you register!

COURSE TITLE:

FINANCIAL LITERACY FOR TEACHERS & EDUCATORS

Hours/ Credits: 3 credits

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Credit- hour equivalency: 3 graduate-level professional development credits are equivalent to 45 hours. The course includes reading content, watching course videos, reviewing resources, reading articles and studies, and participating in course activities. Please view the “Course Outline” below for a detailed look at the course structure and components.

COURSE DESCRIPTION

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This course will provide teachers with the key components of financial literacy, including personal risk/reward assessment, budgeting, debt reduction, and investment strategies, as well as tips to get started on a path to financial wellness. Specifically designed for the needs of teachers, participants will receive multiple tools and planning documents to help build a long-term financial success game plan. The course will begin by introducing the concept of financial literacy and why it is so important to teachers' and educators' well-being and productivity. The course will then explore the difference between financial intelligence and financial literacy and why improving your financial intelligence is critical to understanding your personal goals, needs, and wants. The course will then help teachers evaluate their monthly cash flow through budgeting and provide strategies and tips to help reduce or eliminate debt. Participants will then learn about wealth building through investment strategies, including the various tools they may uniquely have access to as teachers. The course will also discuss topics around wealth preservation and protection. At the conclusion of the course, participants will come away with a long-term financial game plan and the knowledge and tools to implement it if they choose.

COURSE OBJECTIVES

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- i. Define financial literacy and its key elements
- ii. Evaluate figures of teachers vs. other professions and how teachers may be able to take advantage of their chosen career to gain a financial advantage
- iii. Analyze the idea of wealth from a macroeconomic perspective

- iv. Build a plan for budgeting and debt reduction, as well as other areas to grow assets and minimize risk
- v. Analyze the different investment strategies and vehicles most relevant to teachers
- vi. Analyze various wealth protection strategies, including insurance and protection against inflation and fraud.
- vii. Plan for implementation by completing an action plan that details a comprehensive financial plan based on your current lifestyle
- viii. Critique, analyze, and summarize specific articles, resources, and studies about financial wellness as it relates to the teaching profession
- ix. Build and describe the use of a resource that supports a strategy you plan to use in your upcoming lesson
- x. Plan and build a Classroom Implementation Plan for immediate classroom use by planning for the concepts you learned in this course

COURSE OUTLINE

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Section 1 Instructional Content

Lesson Delivery: Why Financial Literacy Is Important for Teachers. Completion of the content video, readings, and resources review.

Quiz: Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

Discussion Board Reflection: Complete a financial self-assessment tool to evaluate your current level of financial intelligence.

Section 2 Instructional Content

Lesson Delivery: Improving Your Financial Intelligence- The First Step to Financial Literacy. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Complete a risk tolerance assessment tool to evaluate your comfort level with financial risk as the first step in building your financial success game plan.

Section 3 Instructional Content

Lesson Delivery: Money, Basic Money Management and Cashflow & Managing Your “Cash”. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Use a budget-building tool provided to evaluate your own (or an example financial profile provided) and identify key performance indicators that help or hurt financial performance.

Section 4 Instructional Content

Lesson Delivery: Debt, Liabilities and How to Reduce (or Eliminate) Them. Completion of the content video, readings, and resources review.

Quiz: Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

Discussion Board Reflection: Evaluate your financial profile (or an example financial profile provided) for various preferred debt reduction strategies you have learned to determine the best strategy for reducing or eliminating debt.

Section 5 Instructional Content

Lesson Delivery: Assets & Investing. Making Your Money Work for Your Investing Goals While Reducing Risk. Completion of the content video, readings, and resources review.

Quiz: Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

Discussion Board Reflection: Use the provided course tools to assess the long-term goals, risk tolerance, and preferred risk reduction strategies of your personal financial profile (or an example financial profile provided).

Section 6 Instructional Content

Lesson Delivery: Assets & Investing. Investment Instruments, Vehicles, and Strategies. Completion of the content video, readings, and resources review.

Quiz: Questions to check for understanding of the section content. Quizzes are automatically scored and provide detailed feedback on answer choice rationale.

Discussion Board Reflection: Using the provided tools, evaluate your (or an example financial profile provided) preferred asset mix

Section 7 Instructional Content

Lesson Delivery: Protecting What You Have. Completion of the content video, readings, and resources review.

Discussion Board Reflection: Using the tools provided, evaluate the risk reduction strategies for your profile, or the example financial profile provided. This will include tax strategies, insurance requirements, and other wealth protection strategies to be integrated with your final long-term financial success game plan.

Putting it All Together

Action Plan: Design a comprehensive financial plan that supports your identified long term goals within your personal and professional life.

Applying What You Have Learned

Resource Design: Create your own resource to help you implement this course's concepts. A resource design planning template will be provided to guide you in creating your resource, but you will upload your own original resource that supports the implementation of course concepts. You will receive instructor feedback on your submission.

Research Connections Reflection: Reading and analysis of research articles, academic book excerpts, case studies, or educational articles aligned with the course concepts. You will read several required articles, then choose one to more deeply analyze and discuss. An analysis template will be provided to guide your thinking and analysis and can be used as an outline for your submitted essay. Instructor feedback is provided.

Implementation Tasks: Reflect upon the “try this task” to support you in implementation and review the provided implementation checklist and effectiveness rubric. Reflect upon how well you are able to implement the course concepts in your classroom.

Final Implementation Project Plan: Compile all content ideas from the course, plan a series of action steps to implement the action plans with fidelity, and complete the Implementation Plan for this course. A Final Implementation Planning Template will be provided to help you plan the critical components to consider for implementation and to aid you in your final response, which will also include a reflection and summary of the ideas in the course. Instructor feedback is provided.

REQUIRED EXTERNAL RESOURCES

N/A. All articles, resources, and instructional content are provided within the course modules.

CREDIT HOUR CALCULATIONS

	Estimated Contact Time/ Seat Time (hrs)
Instructional Content (Course lessons, quiz, discussion)	25
Action Plan Project & Feedback	4
Research Connections Writing & Feedback	7
Resource Design & Feedback	4
Final Implementation Project Plan & Feedback	5
Total Hours:	45

GRADING

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Grading Breakdown for this Course:

Quizzes (10 pts each)	40
Discussion Board Reflections (10 pts each)	70
Research Connections	50
Resource Design	50
Action Plan	100
Final Implementation Project Plan	100

This course provides a letter grade using a ten-percentage point grading scale. A grade of A= 90%-100% You must earn 369 points or higher in this course to receive an A. A grade of B= 80%- 89%. You must earn 328 points to 368 points in this course to receive a B. A grade of B or higher is required for credit. A grade of unsatisfactory is any score below 80% or 328 points and does not provide credit. Grading rubrics can be downloaded in the introduction module of each course within your course dashboard or at the link here: <https://www.modelteaching.com/rubrics>

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COURSE SUBMISSIONS

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All submissions must be completed within the Model Teaching course platform. If you need assistance in submitting assignments, please contact us.

TECHNOLOGY REQUIREMENTS

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Courses are held 100% online. You should have access to a compatible web browser (such as Google Chrome, Microsoft Edge, Apple Safari, and/or Mozilla Firefox) and a word processing tool or reader (such as Microsoft Word and/or Google Docs). While our course platform does support mobile devices, for the best user experience, we recommend using a desktop or laptop computer to complete courses. You can review our technology requirements along with other frequently asked questions at our FAQ page here: <https://www.modelteaching.com/faq>

TECHNICAL QUESTIONS

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If you need personal assistance or have technical questions, you can contact us by accessing the support feature built into our course platform, email us at courses@modelteaching.com, or live chat with us at www.modelteaching.com.

COMPLIANCE WITH THE AMERICAN DISABILITIES ACT

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In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, any participant who has a permanent or temporary condition that might affect their ability to complete the course should contact us at courses@modelteaching.com upon enrollment. We will make reasonable accommodations or modifications to the course.

ACADEMIC INTEGRITY

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Participants are responsible for fully interacting with the course content, modules, resources, readings, and assignments. All responses, projects, and other assignments are the sole responsibility of the course participant, and plagiarism or cheating is not tolerated. Submissions should be your own work and design, and all submissions and assignments should be completed independently. Any outside sources should be properly cited. If you have questions about what constitutes plagiarism or cheating, you should contact us at courses@modelteaching.com.

Why Model Teaching?

Courses Focused on Relevant Teaching Content That You Can Actually Use

We focus our professional development courses on what's important to you: relevant content focused on specific teaching strategies & evidence-based instructional best practices. Earn pre-approved PD hours and regionally accredited academic credit through our university partner, University of Alaska Anchorage.

Clear, Straightforward Lessons Designed by Experienced Educators

Our courses provide high-quality content in a format that makes it easy for developing teachers to learn new skills and methods for use in their own classroom. Our courses are designed to provide effective professional development for busy teachers in a format that makes learning easy.

Comprehensive, Ready-To-Use Resources, Tools, & Templates Provided With Every Course

Each course comes with a variety of resources, tools, graphic organizers, activities, student lesson content, and lesson templates you can use to immediately implement your new training in your own classroom. If not teaching, simply save your resources for future use.

Immediately Implement What You Have Learned

For teachers who are currently teaching, we provide step-by-step support and real-world examples that you can use immediately in your classroom or school, along with implementation resources. Not teaching? No problem! You do not have to be currently teaching to take our courses.

What are Model Teaching Courses Used For?

- ☑ Salary Advancement
- ☑ Teaching License Renewal
- ☑ Instructional Improvement
- ☑ Great for Current Teachers & Teachers Not Currently Teaching



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EDUCATION FOR BETTER EDUCATORS

THIS TRAINING COURSE WAS INCREDIBLE. MY LEADERSHIP TEAM LEARNED SO MUCH ABOUT THEMSELVES AND WHAT WE NEED TO DO ON OUR CAMPUS. I WANT MY ENTIRE STAFF TO HEAR THIS MESSAGE!

-PRINCIPAL

I AM FINDING ALL YOUR COURSES USEFUL, BUT THIS ONE IS CLEARLY MY FAVORITE SO FAR, MOSTLY FOR THE WAY I WAS ABLE TO PUT SO MANY OF MY OWN IDEAS INTO THE LESSON WHILE STILL FEELING I HAD ACCOMPLISHED ALL THAT WAS REQUIRED. WELL DONE!

-ELEMENTARY TEACHER

WHAT YOU PRESENTED IN [THIS COURSE] IS NOW PART OF MY GOALS AND ACTION PLANS FOR THE SCHOOL YEAR. I'M SO EXCITED TO PUT THESE TO USE!

-ELA TEACHER

WITH SUCH A BUSY SCHEDULE, IT'S HARD TO IMPLEMENT NEW STRATEGIES AND TECHNIQUES BUT THIS COURSE MADE IT SO EASY! THE COURSE GAVE ME GREAT IDEAS ON HOW TO USE COLLABORATIVE LEARNING GROUPS WITH MY STUDENTS AND THE RESOURCES AND PLANNING DOCUMENTS MADE IT EFFORTLESS TO GET STARTED!

-SCIENCE TEACHER

FOR A FULL LIST OF CURRENT REVIEWS, PLEASE VISIT:

www.modelteaching.com/latest-course-reviews

MODEL TEACHING

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Salary Advancement | License Renewal | School PD



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