



ArmchairEdClockHours
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Overview:

ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics. The program has been operating since Fall, 2000, and has provided continuing education to hundreds of educators.

Course Goals and Objectives:

As a result of these courses, the student will be able to:

1. Create a lesson plan for decision-making
2. Identify ways to build better relationships with students
3. Create a lesson plan to teach attributes
4. Plan an SEL integrated lesson.

The following published books are currently being used as texts for the ArmchairEdClock Hours course:

All Learning is Social and Emotional

Frey, N., Fisher, D., & Smith, D. (2019). *All learning is social and emotional: helping students develop essential skills for the classroom and beyond*. Alexandria, VA, USA: ASCD.

Srinivasan, M. (2019.). *SEL Everyday..* New York, New York: Norton.

Not every school has the time, resources, capacity, or conditions to implement a schoolwide SEL program. But prioritizing SEL need not take time from instruction. This course draws on the latest research and resources to offer individual teachers and teacher teams an accessible guide to incorporating SEL into everyday teaching in middle- and high- school classrooms. The course covers the following:

- Building students' sense of identity and confidence in their ability to learn, overcome challenge, and influence the world around them.
- Helping students identify, describe, and regulate their emotional responses.
- Promoting the cognitive regulation skills critical to decision making and problem solving.
- Fostering students' social skills, including teamwork and sharing, and their ability to establish and repair relationships.
- Equipping students to becoming informed and involved citizens.

Credit Options:

The course will be offered for thirty clock hours, based on the length and substance of the books. The thirty clock hour course will include 30 multiple-choice questions and three required essays.



Grading Rubric:

Pass/Fail: Coursework must be passed with 70% criterion. All coursework must be completed.

One essay required for All Learning is Social and Emotional

Option 1: For a few days, keep a list of the kinds of feedback described on pages 23-24 in the text. Listen to the feedback you give your students and tally the types you are using. What did you find out about your feedback? What are you going to do with what you learned from that exercise? How will you put the learning into action?

Option 2: Describe some ways you teach students to make decisions. Create a lesson for specifically teaching decision making. In the introduction of your essay, describe the lesson and in the body of your essay talk about the decision making you saw your students engage in as a result. What learning are you taking away from teaching that lesson?

Option 3: Check the list of ways to building better relationships with students, Figure 5.1 on page 98 of the text. Select two or three that you relate to. In your essay, talk about the ones that struck you the most and how you plan to use them to build better relationships with your students. Describe the interactions with students when you implemented the suggestions you chose.

Option 4: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

- Plan a unit with assessment

- Action Research

- Extended learning, including research and developed activities

- Compare/contrast your current education practice to that of the text

- Create forms or systems for use in your classroom including assessment tools

- Plan an 'event', meeting or other pertinent program and report/reflect on it

One essay required for SEL Every Day

Option 1: Pages 47-51 in the text present four Practices for teachers to try. Try each one for a week and in your essay talk about your experience with each one. Are these practices something you might share with your students? Why or why not? Will you continue doing them yourself? Why or why not?

Option 2: Look at the list of attributes that employers seek, pages 113-14 in the text. List those that you feel you are already addressing. Select one important attribute that you feel you have not emphasized. For that one under-addressed attribute, create a lesson plan around something that you regularly teach that you feel will help strengthen student understanding and use of that attribute.

Option 3: Use the lesson plate template on pages 133-139 to plan an SEL Integrated lesson. The lesson plan will be the body of your essay. Introduce the plan with your reason for selecting your focus and the summary will be a description of the teaching of the lesson.

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- Plan a unit with assessment

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Essay scoring rubric:

One essay required for **All Learning is Social and Emotional**, 2-3 pages each

One essay required for **SEL Everyday**, 2-3 pages each

Each essay 20% of overall grade

One essay required from SEL Every Day and All Learning is Social and Emotional

Essay Option: Each of these texts presents a framework for Social and Emotional Learning. SEL Every Day presents their framework on p. 11 and in All Learning is Social and Emotional the framework is on p. 15. Choose a focus from one of the frameworks and identify it for your essay introduction. Plan a unit to work specifically on that area with your class. Choose at least two activities from each text to include in your unit. (Identify the four activities you choose from the texts in your unit plan.) Summarize your essay by describing the learning your students take from the unit and how that learning impacts your classroom.

One essay required for both SEL Every Day and All Learning is Social and Emotion

Three to four pages, 30% of overall grade

30% of overall grade

Single spaced, 10 to 12 size font

Use of introduction and summary statement (even when a unit is developed)

Demonstration of grammar, spelling and writing skill

Demonstration of applied knowledge