



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.

Course Goals and Objectives:

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

1. Create a blueprint of your ecosystem classroom.
2. Create and implement a lesson based on one of the “six stances”
3. Implement the five attitudes in the classroom
4. Develop growth mindsets
5. Create a welcoming, high-performing classroom

The following published book is currently being used as a text for the ArmchairEdClockHours course:

A Mindset for Learning: Teaching the Traits of Joyful, Independent Growth (Mraz & Hertz, 2015).

Mindset has been shown to increase five research-driven attitudes: optimism, persistence, flexibility, resilience, and empathy. ***Creating a Mindset for Learning*** combines research—psychological, neurological, and pedagogical, with practical classroom aids. You will learn specific strategies to use in your classroom to improve and affect change and see students reach achievable growth. Learn to implement the five attitudes in the classroom--these qualities make the difference between a child who has a fixed or growth mindset, one who is career and college ready, and one who is not. Learn how to create a welcoming, high-performing classroom where all students love to learn, and are engaged for success. The power of mindset is examined as an instrument for change, with an emphasis on how to positively impact students living in poverty.

Credit Options:

- ❖ The course will be offered for 30 clock hours, based on the length and substance of the book, and related activities. **The course will include 30 multiple-choice questions and two required essays.**



Grading Rubric:

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

Two Essay Required

Choose two essays from the following essay choices:

Option 1: Use the Tips on page 14 to frame your essay as you get started creating an ecosystem for growth. You'll need to adapt your answers to the time of year you write your essay and be specific in your response to the questions that ask you to "think" or "ask yourself." Your end product (the essay) will be a blueprint of your classroom ecosystem.

Option 2: In both Appendix A, pages 157-158 and Works Cited, pages 167-170, the authors list books they consulted as they wrote the text. Choose one that interests you, read and review it.

Option 3: Reread Chapter 3, thinking about the six stances. Choose one that stands out for you and develop a lesson to introduce that stance. You can find titles of children's books in the appendix on page 166, search for titles on line, or use a children's book that you already are familiar with. Summarize the story in your introduction and go on to talk about how you would guide a discussion with your students focused on the stance the book emphasizes. If possible, use the lesson with your class and talk about the results.

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

- Each chapter ends with "Suggestions for Engaging Families." Try one or two and report on the result

You may combine any of these or develop your own. You may e-mail info@armchairedclockhours.com if you desire specific permission for your topic. The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.



Essay scoring rubric:

Two essays required

One essay 2-3 pages

One essay 3-5 pages

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

All essays must be fully completed and the rubric followed to receive a grade.

Essays not completed to required length will not be processed and revisions will be required.