



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. Evaluate your classroom management style
2. Evaluate and discuss specific classroom management scenarios in your classroom
3. Describe changes you will make to your classroom management.

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

**Effective Classroom Management** (Hardin, 2008). Pearson Education. 301 pages.

This course offers a solid foundation for developing an individualized classroom management plan that suits educators' unique instructional philosophy. A variety of models of classroom management are examined according to their primary focus; classroom management as discipline, classroom management as a system, and classroom management as instruction. Each of the models effectively addresses current Interstate New Teacher Assessment and Support Consortium (INTASC) standards. A review of research on classroom management is presented. Two new innovative models of classroom management, including character education, and focus on at-risk students and classroom safety are provided.

**Credit Options:**

The courses will be offered for 50 clock hours, based on the length and substance of the book. **The course will include 50 multiple-choice questions and three essays.**

**Grading Rubric:**

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

**Three Required Essays:**

**Essay 1:** Make a copy of the Classroom Management Quiz, Table 15.1, on pages 282 and 283 of the text. Does your classroom management best fit the category of management as discipline, classroom management as a system, or classroom management as instruction? In what ways does your style fit that category or depart from it? As you reflect on what you've learned about your classroom management style and those you've studied in this course, will you make any changes to the way you



handle your classroom? Describe the changes and the reasons for considering them. If none, tell why you would consider no changes. Include the completed quiz with your essay.

**Essay 2:** Each of the chapters in the text begins with a Scenario. To begin your essay, write a scenario of an incident that happened in your classroom. Following the scenario, describe the use of your classroom management in relation to the incident you describe. Could things have worked out better? If so, how? If not, describe the way in which your classroom management style operated for the good of all in that particular incident. Describe any changes you might consider making in your classroom after completing this course.

**Essay 3:**

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
- Select one or more Chapter Activities from the text
- Compare/contrast your current educational 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

You may combine any of these, or develop your own. You may e-mail [info@armchairedclockhours.com](mailto: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:**

- Three essays required
- Two essays, 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.**