



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 trauma-sensitive learning environment
2. Develop and utilize a strengths-based approach
3. Utilize strategies to promote self-care

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

Fostering Resilient Learning: Strategies for Creating a Trauma-Sensitive Classroom (Souers & Hall, 2016). ASCD: Alexandria, VA. 215 pages.

This course is grounded in research, addressing the needs of trauma-affected students and their teachers. *Fostering Resilient Learners* will help you cultivate a trauma-sensitive learning environment for students across all content areas, grade levels, and educational settings. Reliable strategies help to understand what trauma is and how it hinders the learning, motivation, and success of all students in the classroom. The course helps you build strong relationships and create a safe space to enable students to learn at high levels. Adopting a strengths-based approach leads to recalibrating how destructive student behaviors are viewed, while perceiving what students need to break negative cycles. Dealing with trauma-affected students is difficult, and the course helps to stave off frustration and burnout with essential self-care techniques that will help you and your students flourish.

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 Essays Required

Choose two essays from the following essay choices:

Essay 1: At the end of each chapter, there are reflective questions asking you to think about the information presented in the chapter. Select the chapter that had the most meaning for you. In your introduction, talk about why you chose that chapter. Use the Reflective Questions at the end of that specific chapter to frame your essay.

Essay 2: Reread Chapter 3, pages 43-53, and think about the power of a personal mission statement. Create your own and include it with the work you did to write it. What kinds of things did you have to consider? What did you choose not to include? Was it a difficult or easy task for you? Can you say why?

Essay 3: Throughout the text you will see icons that resemble a three leaf twig on an open book. These are part of an online guide to encourage reflection and extension of the ideas in the book. The icon and instructions for how to download the guide are on page 3, the very last paragraph. You may choose to download whichever items interest you, fill out the forms and include the form(s) with your essay on that topic.

Essay 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

- You may read and review one of the books listed in References, p. 201-204 in the text

- Read and review a book from Appendix: Further Reading, p. 205-208 in the text

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.