



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 school culture based on gender issues
2. Evaluate school district's policy on sexual harassment, transgender issues
3. Identify LGBTQ resources
4. Evaluate school environment, create intervention

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

**LGBTQ Youth and Education**

Sadowski, M. (2016). *Safe is not enough: Better schools for LGBTQ students*. Cambridge, MA: Harvard Education Press.

Mayo, C. (2022). *Lgbtq youth and education: Policies and practices*. 2<sup>nd</sup> edition. Teachers College Press.

This course is essential for educators and other school community members who are navigating the increasingly complicated laws and legal rulings related to LGBTQ students, employees, and community members. It combines historical, contemporary, theoretical, and practical information to help educators address exclusionary practices in schools related to gender identity, sexuality, racism, sexism, and other forms of bias that shape student experiences. To enable educators to better understand their obligations to students in relation to policy, staff training, daily school climate, pedagogy, and curriculum, the course extensively relies on updated information on the impact of same-sex marriage legalization and increasing federal recognition of transgender student rights. And because the legal terrain regarding transgender youth has been especially volatile, it provides strategies that educators can use to maintain ethical trans-inclusive teaching, even when local regulations appear to impede transgender inclusivity.

**Credit Options:**

The course will be offered for 60 clock hours, based on the length and substance of the book, and related activities. **The course will include 50 multiple-choice questions and five required essays.**

**Grading Rubric:**

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



**Two Essays Required for: LGBTQ Policies and Practices**

**Option 1:** Look at your school culture through the lens of this text. What do you see taken for granted that could be enforcing gender issues for the students in your school? What can be done about it?

**Option 2:** Access either your school's or your school district's policy on sexual harassment. In your essay, review the policy in terms of what you've learned in this text. Does it talk about sexual harassment of students in terms of gender non-conformity? Or does it seem to assume a heteronormative environment? Give examples to clarify your assessment. After reading this text, do you believe the policy is inclusive enough to make all students in your school feel safe? Should more be done? What? How?

**Option 3:** Are you interested in GSAs? If there isn't one in your school, locate one in the area where you live and make a connection with one or more members. Discover what kinds of activities the group provides, how many students belong and how they invite others to join. In your essay report on the GSA that you interacted with and what you learned from that interaction.

**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

**Two Essays Required for: Safe Is Not Enough**

**Option 1:** In the Online Resources, p. 188 in the text, is a description of what the Los Angeles School District offers teachers on their LGBTQ Resources Page. The link has been changed, but it is possible to follow links that take you to programs and lesson plans teachers can use to address LGBTQ issues. Report on the support you find there. What interests or surprises you? Are you willing to teach one of their lessons? If so, describe the lesson you taught and the result.

**Option 2:** Reread p. 85-88 in text for the policy of the LAUSD related to the rights of transgender students in the school district. Compare it to the policy of your own school district. In your essay, talk about similarities or differences in the policies. If your district has no policy related to transgender, find out why. Do you agree with your district not addressing this issue? Why or why not? What can you do about it?

**Option 3:** Visit the Welcoming Schools website. (<http://www.welcomingschools.org>) In your essay talk about what you find there and evaluate its usefulness to you in your teaching situation. Choose one of the lesson plans to use in your classroom. Describe focus of the lesson and your reasons for choosing that lesson plan. Include the plan with your essay. How was the lesson received by your students?

**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

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**One essay required from LGBTQ Youth & Education and Safe Is Not Enough**

**Essay Option:** The books you've read lay out the plight of LGBTQ young people in public schools in the U.S. Begin your essay by taking a good hard look at your teaching and your classroom. Consider your language, the décor in your classroom and transitions. Think about the textbooks you use, your curricula, the read-alouds you select. What about games you see on the playground or interactions you notice in school hallways or lunchrooms? Reflect on your interactions with parents and caregivers of your students. Choose something you can do to address family diversity, gender stereotypes or the harmful effects of bullying. Your essay will have two parts: your description of your present practice and your plan to change something in one aspect of your teaching.

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:**

Two essays required for **Safe Is Not Enough**, 2-3 pages

Two essays required for **LGBTQ Youth and Education**, 2-3 pages

One essay required for both **Safe Is Not Enough** and **LGBTQ Youth and Education**

Three to five 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

- **You must download the coursework prior to beginning the course.**
- **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.**
- **Submit all coursework together.**