



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 literature and teaching resources for regarding history of Black people
2. Identify meaningful and inconsequential race conversations
3. Create and infuse safe places and conversations about race
4. Identify a dialogic classroom
5. Introduce yearlong conversational threads into the classroom

The following published books are currently being used as a text for the ArmchairEdClockHours course:

Teaching for Black Lives: Creating Meaningful Race Conversations in the Classroom

This course prepares educators to initiate and facilitate meaningful, productive dialogues about race in the classroom. It provides practical strategies to engage with students. Educators will learn the following:

- How to recognize the difference between meaningful and inconsequential race conversations
- How to build conversational “safe spaces,” not merely declare them
- How to infuse race conversations with urgency and purpose
- How to thrive in the face of unexpected challenges
- How to administrators might equip teachers to thoughtfully engage in these conversations

Credit Options:

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

Grading Rubric:

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

One Essay Required for: Teaching for Black Lives

Essay Options:

Option 1: Access a history book that’s used in your district’s elementary, middle or high schools and look for whatever mention you can find of Black people in the history of our country. Report on whatever you find (or don’t find.) In your essay, describe the times of our history you read about in the district’s text and your observations about the book’s account.



Option 2: Chapter 3 is a compilation of teachers' stories. These teachers reacted to situations in their communities and found ways to combine teaching their subject with educating students about the realities of life in their community. Look for a situation in your community that you can link to the subject you teach and bring new awareness to your students. In your essay, report on the situation, how you taught it and the end result.

Option 3: Browse the lesson plans, handouts and other teaching resources for articles in the book at teachingforblacklives.org. Find something that you can use in your classroom. In your essay, identify the article from the book that inspired your choice and why you selected it. If you need to make any changes to the lesson, talk about those. Report on the experience of using one of these articles with your class.

One Essay Required for: Not Light But Fire

Essay Options:

Option 1: Look at page 60 in the text, top of the page, Resolving Conflict #1. As the author suggests, write a scenario of one of the types of conflict he describes beginning on p. 50. Identify the type of conflict you are creating and how you would handle such a situation in your classroom.

Option 2: On page 85 in the text, Kay suggests introducing a yearlong conversational thread to your classroom. What do you think of that idea? Could you make it work? Identify a thread that you can see yourself using and talk about some resources and ideas you could use to introduce that thread into conversations throughout the year.

Option 3: Kay consistently refers to his classroom as "dialogic." What do you consider to be the hallmarks of a dialogic classroom after reading his book? Do you consider your classroom dialogic? Why or why not? Would you like it to be dialogic? Why or why not? What would be the benefits or drawbacks to such an environment for your students and yourself?

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

Kay discusses many texts that he uses in his classroom. Read and review one of the titles

One essay required from Not Light But Fire and Teaching for Black Lives

Essay Option: Begin your essay by describing your reason for taking this course. Were you merely interested in the topic or were you searching for ways to solve problems that have arisen in your classroom? Both texts talk to teachers about how to improve their teaching of students of color. In the body of your essay, consider which of the books was most useful to you. Which do you feel better addressed your questions and concerns? Which gave you the most specific help? Specifically, what are you taking away from this course that will help you support the students in your class that concern you the most?



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:

One essay required for **Not Light But Fire**, 2-3 pages each

One essay required for **Teaching for Black Lives** 2-3 pages each

One essay required for both **Not Light But Fire** and **Teaching for Black Lives**, Four 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 before starting this course.**
- **Submit all coursework at the same time.**
- **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.**