



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. The program has been operating since Fall, 2000, and has provided continuing education to hundreds of educators.

Course Goals and Objectives:

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

1. Identify the most common barriers to learning
2. Utilize solutions with acceptance and compassion
3. Develop and implement creative discipline strategies

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

Teaching Vulnerable Learners

Rollins, S. P. (2020). *Teaching vulnerable learners: Strategies for students who are bored, distracted, discouraged, or Likely to drop out*. W.W. Norton & Company.

Causton, J., & MacLeod, K. (2020). *From behaving to belonging: The inclusive art of supporting students who challenge Us*. ASCD.

When schools fail to address the problems of struggling students, the consequences can be dire: course failures, absenteeism, suspensions or expulsions, dropouts. Those effects continue to ripple with lower rates of college attendance and graduation, underemployment and lower wages, and even incarceration.

Many of these students can experience a very different trajectory when their learning difficulties are addressed. Whether it's a student with ADHD who has trouble sitting still, a student just arrived from the Dominican Republic who speaks no English, or a traumatized student who dissociates in class, there are strategies that have proven effective in overcoming the hurdles they face.

Though it may seem radical to use words like love, compassion, and heart when we talk about behavior and discipline the actions and strategies teachers employ in the classroom directly shape who students are--and who they will become.

This course will help teachers recognize the most common barriers to learning and apply solutions that will work in their classrooms with compassion and acceptance, and creativity.

Credit Options: The course will be offered for thirty clock hours, based on the length and substance of the books. The 30-clock hour course will include 30 multiple-choice questions and two required essays.



Grading Rubric:

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

Two essays required for Teaching Vulnerable Learners

Option 1: _____ In a content area that you are teaching, plan for student choice. Reread pages 20-22 in the text to review the author's suggestions for student choice. Include the lesson plan where you introduce and offer student choice as part of your essay and summarize the essay with a report of the interest and accomplishment of your students to the lesson.

Option 2: Reread pages 38-39 in the text. Create a lesson plan that incorporates some of the strategies for teaching content to English learners. The lesson plan is part of your essay. Summarize the essay by describing the results of the strategy use for both English learners and English speakers.

Option 3: Begin your essay in a paragraph that summarizes answers to the questions at the bottom of page 93 in the text. After describing your school and district policies using those questions, give examples of the differentiation you use in your classroom for these students. Are you doing enough? What other kinds of things could you – should you – be doing for the gifted students in your classroom?

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

One essay required for From Behaving to Belonging

Option 1: As you begin the text, look at page 4 and write your answer to the question the authors ask: Why do I teach? Write a paragraph or two to answer that question. Then put the answer away to return to later. Summarize your feelings about your answer to the question when you finish the text.

Option 2: Use Figure 1.1, page 19 in the text to develop a Positive Student Profile on your most challenging student. Use one page of the essay as the profile and the second page to discuss what you learned and how you might best support that student.

Option 3: Do the middle suggestion from the Tiny To-Do List on page 61 in the text.

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

Essay scoring rubric:

One essay required for **Teaching Vulnerable Learners**, 2-3 pages each

One essay required for **From Behaving to Belonging**, 2-3 pages each

Each essay 10% of overall grade

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



One essay required for **Teaching Vulnerable Learners** and **From Behaving to Belonging**
Combined essay option: Select a student in your class that you consider one of your most vulnerable learners. Talk about your reasons for selecting that particular student and introduce the student by discussing which of the learner groups the student is part of. Describe the student behavior considering each text and how those authors would view the behavior. In the summary of your discussion of this student, “Flip Your Thinking” as described in From Behaving to Belonging, page 129, #10.

Combined Essay Scoring Rubric:

Three to four pages, 35% of overall grade
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 order and pay for this course before starting.**
- **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.**