



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 and evaluate executive function teaching strategies
2. Create and utilize a 7-Step Model game plan with a student
3. Identify and utilize sensory breaks
4. Identify and utilize supportive technology

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

**The Executive Function Guidebook**

Strosnider, R., & Sharpe, V. (2019). *The Executive Function Guidebook: Strategies to help all students achieve success*. Corwin.

“Please, try harder.” “Please, pay attention.” “Please, behave.” Most students want to do what it takes to succeed, but sometimes that’s easier said than done. Executive function skills such as self-regulation, focus, planning, and time management must be taught, and they take practice. When you work on them in class, you give students the tools they need to not only learn but also monitor themselves.

Teaching executive function skills in your classroom doesn’t have to be difficult. This unique course—designed with busy teachers in mind—introduces a flexible seven-step model that incorporates Universal Design for Learning (UDL) principles and the use of metacognition. Features include:

- Descriptions of each skill and its impact on learning
- Examples of instructional steps to assist students as they set goals and work to achieve success.
- Strategies coded by competency and age/grade level
- Authentic snapshots and “think about” sections
- Templates for personalized goal-setting, data collection, and success plans
- Accompanying strategy cards

Whether you teach kindergarten, high school, or anything in between, you can make executive function training part of your teaching. As students’ proficiencies improve, you will see their confidence and capability increase—setting the stage for their success in school *and* in life.

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



### **Grading Rubric:**

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

### **Three essays required:**

**Option 1:** Look at the list of teaching strategies on page 14 in the text. Identify 2 from each column that you use frequently. In your essay, describe ways you use those strategies and why you often use them. Then select two from each column that you never use or use infrequently. In your essay, justify the reasons for seldom using those strategies. Summarize your thinking by including a suggestion of two or more strategies that you feel you should include in your teaching.

**Option 2:** Create a 7-Step Model (example on pages 76-91 in the text) to help a student in your class develop a game plan. Describe your activities as you assess the student you selected as well as your interactions with the student as the game plan is developed. Summarize your essay with a description of the results for the game plan and the student's use. (Blank template for the Game Plan is in Appendix 1.9b. Modifiable versions on materials can be found at <http://resources.corwin.com/ExecutiveFunctioning>.)

**Option 3:** Sensory breaks are suggested as a way to assist students in the executive function they are working on. Explore at least three of the suggested sites pertinent to your grade level and in your essay describe the sites and their usefulness. Then, identify three specific examples of supportive technology and how you would use it in the classroom.

**Option 4:** Each chapter includes supportive technology to assist students in the executive function they are working on. Explore at least three of the suggested sites pertinent to your grade level and in your essay describe the sites and their usefulness. Then, identify three specific examples of supportive technology and how you would use it in the classroom.

**Option 5:** 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 combine any of these or develop your own. You may e-mail [info@armchaired.com](mailto:info@armchaired.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, three to five pages per essay
- One essay, two to three 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



- 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.