



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. Be able to connect with team members and stakeholders and review meeting focus and concerns.
2. Describe a situation when you successfully addressed the concern.
3. Establish a goal using a concise "DATA" framework.
4. Design and implement an action plan.

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

Solving Academic and Behavior Problems

Text:

Searle, M., & Swartz, M. (2020). Solving academic and behavior problems: A strengths-based guide for teachers and teams. ASCD.

Based on the positive psychology of appreciative inquiry, this course builds on what *is* working with students to address what is *not* working. It provides a system of support that helps general education teachers partner with specialists and parents to learn new ways to enrich academic, social-emotional, and behavioral growth through structured conversations and a series of productive meetings of 30 minutes or less.

Using more than 25 video clips, the course walks you through the six basic steps of the appreciative inquiry problem-solving process:

- Connect with team members and stakeholders.
- Review the meeting focus/concern.
- Share a story that details when you successfully addressed the concern.
- Establish a goal using a concise "DATA" framework.
- Design an action plan.
- Commit to an action.



Credit Options: The course will be offered for thirty clock hours. The thirty-clock hour course will include thirty 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:

Option 1: Watch video 7.1 on page 137 of the text. After watching the video use the following questions from the text on page 137 to frame your essay:

1. Why would your school start a process like this?
2. Which ideas from these administrators and the text make sense for your situation?
3. Who would you involve if you started an Appreciative Inquiry process?
4. What steps would you recommend for your teams for the first year?

Option 2: Reread pages 140-142 and think about how to get parents and students involved. In your essay, describe how you will support parent and student involvement in the Appreciative Inquiry process. Tell how you will establish a goal using a concise "DATA" framework. You can use the questions from activity 41 and 42 to help define your thinking:

1. What will you intentionally avoid doing and what will you add to your parent collaboration process to achieve the same positive results as the people on the activity 41 video?
2. Describe when your team could find time to use techniques like the student interview?
3. Describe who should be conducting these interviews and how often?
4. Tell what you think the payoff will be for choosing to spend your time this way?

Option 3: After reading about strength charts in Chapter 1, use one or more of the forms in the Appendix, pages 155-170 in the text. In your essay, identify the one(s) you selected and why you chose it. Design and implement an action plan. Describe the kind of information that is revealed based on the evidence you have and how this process might deepen your understanding through conversations with teachers, parents, and the student themselves.

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

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.

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Essay scoring rubric:

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Two essays required

One essay, two to three pages

One essay, three to five pages

Three to five pages each

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



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.
- You must order and pay for this course before starting.
- Submit all coursework together.