



ArmchairEdClockHours  
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**Overview:**

ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine. The program has been operating since Fall, 2000, and has provided continuing education to thousands of educators.

Educational Leadership is used based on its thematic presentation and use of current theory and research practice. It is published eight times a year, allowing eight courses to be developed and posted on the site each year. Courses more than two years old are dropped from the website, so approximately 16 tests are available to educators at any time. Although coursework may be downloaded at any time from the website, students have one year to submit coursework.

**Course Goals/Student Objectives:**

As a result of taking courses from the ArmchairEdClockHours website, the student will be able to:

1. Describe how to increase student graduation rates
2. Identify how to increase real-world thinking skills
3. Describe post-secondary success skills

**Ready for the Real World?**

College and career readiness has long been an aspirational focus of schools. But with so much variability in students' postsecondary options and pathways, that preparation can be a tall and continually shifting task. This course will examine how educators can better support students in navigating a multilayered system of postsecondary choices and directions, including through college preparation; career and technical education (including STEM-focused programs); apprenticeships and internships; and financial and vocational information programs. Although focused on secondary education, this course will also look at P-16 or P-20 models. In what ways does education need to change to prepare young people today for their futures?

**Grading Rubric:**

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

**Essay:**

**Citing three of the articles,**

Create your own demonstration of the learning you take from these articles. 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 articles
- 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@armchairedclockhours.com](mailto:info@armchairedclockhours.com) if you desire specific permission for your topic. The essay must demonstrate a deep reflection and knowledge of the course and articles, and direct application of learning to your own educational position and how it will directly impact students.

**Rubric:**

One full page, size 10-12 font, single-spaced only. Points awarded based on the following: Use of main points, spelling, grammar, and summary statement

Evidence of direct implementation and implantation into the work setting that includes

- Application of learning to your own education position and how your learning will directly impact your students
- A deep reflection and knowledge of the articles with ability to synthesize key points from the articles into your work

**Grading Rubric:**

Pass/Fail: Coursework must be passed with 70% criterion. All coursework must be completed. Educational Leadership, April, Vol. 79, No. 7

- **You must download the coursework before starting this course.**
- **Submit all coursework at the same time.**
- **All essays must be fully complete and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required**