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. Identify equity and inclusion as it relates to remote learning, create interventions
2. Identify issues of learning loss and instructional priorities, create interventions
3. Identify the technological and school structural changes that occur through crisis management and remote learning

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

September 2022--Strengthening School-Family Partnerships

If there's one thing the COVID-19 pandemic has taught us, it's that schools, families, and local community groups must work together. This issue will explore how schools can strengthen both school-family relationships and local community partnerships. What has changed since the pandemic in educators' understanding of family engagement? How can schools better leverage these relationships to work through conflict, support student growth, strengthen curriculum, and sustain learning initiatives? And, going a step further, how can schools better integrate community resources and services—including health clinics, social service agencies, and local businesses—to expand supports and programming for students and families? A key focus will be on whole child support and development in the wake of the pandemic.

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 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 <u>full</u> 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.
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- ➢ **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.**