



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. Create a grief-responsive classroom
2. Identify how trauma and grief impact students
3. Identify how to collaborate with staff and other professionals

The following published book is currently being used as texts for the ArmchairEdClockHours course:

Learning from Loss

Collins, B. R. (2022). *Learning from loss: A trauma-informed approach to supporting grieving students*. Heinemann.

Learning from Loss is an essential guide to getting started with grief work, providing a path that can help determine the best course of action in the wake of a loss that impacts a student or school community. The course includes research, stories, strategies, activities, and reflection questions that offer a map to navigate grief-responsive classroom practices. The course also includes suggestions for collaborating with a school counselor or other trained intervention professional when available, as well as alternatives if you do not.

Create a trauma-informed, grief-responsive classroom, and discover tools to make a difference in the lives of students while protecting your own needs as well.

Credit Options: The course will be offered for thirty clock hours. The thirty-clock hour course will include 30 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: Scattered throughout the text are boxes labeled Write and Reflect. Choose one and follow the directions for writing. Your essay will be the writing determined by the Write and Reflect you select.

Option 2: Reread the last paragraph on page 27 in the text. In your essay, describe your search for support resources. Where shooting covered relentlessly on tv. In your essay, talk about the way you



handled the topic with your students. Then consider the information you are taking from this text. What might you have done differently if you'd known what you know now?

Option 5: After you've read the four-part framework for response to student narrative, re-read the final paragraph on pages 95 to 96 and use the suggestions to practice writing feedback to the samples of student writing on pages 96 through 100. You may respond to one, two or all three of the student samples, identify those you choose and let your responses be your essay.

Option 6: Pages 117 through 122 in the text offers activities using mindfulness in the classroom. Try one of these activities in your own class. In your essay, discuss the choice of activity, details of the experience, and whether the activity achieved the goal you had in mind.

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:

Three essays required

One essay three to five pages

Two essays, 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

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 download the coursework before starting this course.
- Submit all coursework together.
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.