



ArmchairEd Course Proposal
Susan Kane-Ronning, Ph.D., Director
Post Office Box 29137
Bellingham, WA 98228-1137

Overview:

ArmchairEd.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. Stay current on educational themes and topics pertinent to teaching and education
2. Identify current research in education
3. Apply this knowledge to the student's current educational position

The following published book is currently being used as a text for the ArmchairEd course:

Teaching with Poverty: What Being Poor Does to Kids' Brains and What Schools Can Do About It (Jensen, E., 2009). ASCD: 183 pages.

This course takes an in-depth look at how poverty hurts children, families, and communities across the United States. It demonstrates how schools can improve the academic achievement and life readiness of economically disadvantaged students. Although chronic exposure to poverty can result in detrimental changes to the brain, the brain's very ability to adapt from experience means that poor children can also experience emotional, social, and academic success. A brain susceptible to adverse environmental effects is equally vulnerable to the positive effects of rich, balanced learning environments and caring relationships that build students' resilience, self-esteem, and character. The course defines poverty and how it affects students at school, and describes how to drive change at the macro (within schools and districts) and micro levels (inside a student's brain). Effective and proven strategies to replicate best practices, and engage resources to create change are also described.

Credit Options:

- ❖ The course will be offered for three credits, based on the length and substance of the book., and related activities. The three-credit course will include 30 multiple-choice questions and two required essays.

Grading Rubric:

- ❖ Pass/Fail: Coursework must be passed with 70% criterion.
- ❖ Letter grade: 90%: A grade
80% B grade
70% C grade

Multiple Choice Test: 50% of overall grade

Essays: 50% of overall grade

Grading Rubric:

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

Letter Grade: 90%: A grade
80% B grade
70% C grade



Two Essays Required

Choose two essays from the following essay choices:

Essay 1: Well, what do you think? Reread the last paragraph of the text, p. 151-152, and let your essay be a response to the questions the author asks.

Essay 2: Reread the description of Mr. Hawkins's day, p. 144-151. Write a similar description of a day in your classroom. How do the days compare? Are you doing some things that he has begun to do? Are there things you might wish to do after completing the text?

Essay 3: Look through Chapter 4 and think about the SHARE factors that apply to highly successful schools: Support of the Whole Child, Hard Data, Accountability, Relationship Building, and Enrichment Mind-Set. Consider your own school in light of these factors. How does your building measure up as a school that makes a difference in the lives of children in poverty? Cite examples from your school environment that might fit those factors. Could more be done? How would you go about improving the support of students in your school?

Essay 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.

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 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:

Essay information available on coursework download once course is ordered

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.