



ArmchairEd Course Syllabus
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- **The course syllabus is provided for your preview. Please be sure to register PRIOR to completing any coursework. Registering for a course after coursework has been started violates accreditation standards and puts the University at risk; therefore, SPU reserves the right to not award credit if students are found to be in violation of this policy.**

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 books are currently being used as texts for the ArmchairEd course:

Jennings, Patricia A. (2021). *Trauma-Sensitive Classroom: building resilience with compassionate teaching*. W W Norton.

Gross, K. (2020). *Trauma doesn't stop at the school door: strategies and solutions for educators, Pre-K-college*. Teachers **College Press**.

Trauma Doesn't Stop at the School Door:
The Trauma Sensitive Classroom

Fully half the students in U.S. schools have experienced trauma, violence, or chronic stress. In the face of this epidemic, it falls increasingly to teachers to provide the adult support these students need to function in school. But most educators have received little training to prepare them for this role. It is time for educational institutions and those who work within them to change their approaches and responses to traumatic symptoms that manifest in students in schools and colleges. These changes can alter how and what we teach, how we train teachers, how we structure our calendars and create our schedules, how we address student behavior and disciplinary issues, and how we design our physical space.



This course describes the effects of trauma on body and mind, and how to recognize them in students' behavior. It introduces the trauma-sensitive practices implemented in schools, connects the relationship between mindfulness, compassion, and resilience.

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: 25% of overall grade

This course has two texts. A multiple choice test is required for each text; two essays are required for each text, and one essay combining both texts is required. See course rubrics for essay options and page limits.

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: 15% of overall grade

Essays: 85% of overall grade

Two Essays Required for: The Trauma-Sensitive Classroom

Option 1: Using pages 25-26 in the text, find your ACE score. It is not necessary for you to include your score in your essay but use reflections #2 and #3 at the bottom of page 27 as the topic for an essay. Summarize your essay with a description of students in your classroom who remind you of yourself as a student and specific ways you support them.

Option 2: Reread the section "Use Clear Language about Behavior", pages 92-95 in the text. Listen to your interactions with students over the next two weeks. In your essay, describe two or more situations where you caught students behaving according to expectations. Quote the reinforcing language you used in those situations.

Option 3: Work through pages 117-120 in the text. First, rate yourself on resilience, using pages 117-118. If you wish, you may begin your essay with comment on your overall resilience. The body of your essay will be a description of a time in teaching when you experienced a positive emotion. (The last two paragraphs on page 120 in the text will help you focus on that time.)

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:

One essay required for **The Trauma-Sensitive Classroom**, 2-3 pages each
One essay required for **Trauma Doesn't Stop at the School Door**, 2-3 pages each
Each essay 20% of overall grade

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

Two Essay Required for: Trauma Doesn't Stop at the School Door

Option 1: Reread the first paragraph on page 5 regarding the *why* question. The author will refer to that question several times in the text. Try asking that question when you witness behavior matching the description on page 5. Ask *why* before you do anything else. Do this several times over the course of a few weeks. In your essay, talk about the learning you take away from asking *why*. What do you learn about the students who answer? What can you do to help them?

Option 2: Using the terms that address trauma approaches on pages 85-86, decide which describes your school. Give examples to support your choice. What do you think needs to be done in your building to address trauma effectively and enable students to enter the world of elasticity.

Option 3: After you've read the description of the author's idea of the Ideal Trauma-Responsive School, pages 108-115, write an essay that describes your reaction to that school. Would it work? Could it work? Would you enjoy being in such a building? How do you see yourself fitting into and contributing to this kind of education? Which slice would suit you best? What kinds of things would you do with students?

Option 4: When you finish Chapter 9, Macro Changes, take a walk through your school. Look for places that could be changed to make your school more trauma responsive. Choose something that you can actually do in your building to make a change. You will need to talk to your principal about what you want to do and why. In your essay describe what you found to do, how you accomplished it and the change you see from the result. Be sure to list the features that relate to the five S's.

Option 5: 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:

One essay required for **Trauma Doesn't Stop at the School Door**, 2-3 pages each
One essay required for **The Trauma-Sensitive Classroom**, 2-3 pages each
Each essay 20% of overall grade

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



One essay required for Trauma Doesn't Stop at the School Door and The Trauma-Sensitive Classroom

Combined: You have read two texts that address trauma in schools. Both offer ideas for making the classroom trauma-sensitive/trauma-responsive. Take a hard look at your teaching and your classroom practices. Choose a focus for yourself regarding something you can do to make your classroom more in line with what you've read. In your essay, identify what you will do. How did you decide on a course of action? How will you implement it? What changes do you seek and expect to see?

Essay Scoring Rubric:

Three to five pages, 45% of overall grade

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

- **You must download the coursework before starting this course.**
- **Submit all coursework at the same time.**
- **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.**