



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. Create lessons and classroom applications to foster girls intellectually and creatively.
2. Engage girls to bolster their confidence.
3. Address environmental barriers and gender stereotypes that create gender differences in mathematics performance
4. Apply the TQE process to plan and implement inclusive lessons to engage all students

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

Adams, T. L., Wenzel, T., Childs, K., & Neff, S. (2019). *Making sense of mathematics for teaching girls in grades K-5*. Solution Tree Press.

Kuriloff, P., Andrus, S., & Jacobs, C. (2017). *Teaching girls: How teachers and parents can reach their brains and hearts*. Rowman & Littlefield.

Teaching Girls K-5: Making Sense of Mathematics

This timely course reveals the kinds of teaching that engages girls intellectually, fosters their creativity, and bolsters their confidence. Drawing on descriptions of great lessons written by nearly 2,000 students and teachers, it offers a practical, accessible guide to anyone who wants to find better ways to help young women succeed. With a specific focus on mathematics, the course provides a better understanding of gender biases related to mathematics and improve girls' education through the following:

- Environmental barriers and gender stereotypes that create gender differences in mathematics performance and prevent many girls from learning mathematics at high levels.
- How to foster a safe learning environment that encourages girls to take risks when they learn math.
- A focus on the mathematics gender achievement gap through three lenses: (1) perceptions, (2) possibilities, and (3) priorities.
- Applying the tasks, questions, and evidence (TQE) process to successfully plan and implement inclusive lessons that engage *all* students.
- Short videos of girls engaging meaningfully in mathematics learning.

**Credit Options:**

The course will be offered for three credits, based on the length and substance of the books. The three-credit course will include 30 multiple-choice questions and three 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: 15% of overall grade

Essays: 85% of overall grade

One Essay Required for *Making Sense of Mathematics for Teaching Girls K-5*

Option 1: Reflect on your classroom community and school. What structures are currently in place within your classroom and at your school to support lessons that promote gender inclusiveness? What are some hindrances within your classroom and at your school to implementing lessons that promote gender inclusiveness? How will gender-inclusive lessons positively impact your classroom and the school?

Option 2: Family engagement is an important part of each classroom. Think about your community of learners and their families. How intentional have you been in making connections between your mathematics instruction and your students' families? How might you try to support your students' positive experiences with mathematics at home?

Option 3: Think about math. How does it make you feel? Think back about your previous experiences with math, were they positive, frustrating, joyful or anxiety-provoking? Describe your own mathematical journey and how it has impacted your teaching. Include how your experiences and the information from this text can expand opportunities for your students and families to explore math in meaningful, inclusive ways.

**These essay options will also work if you don't have access to a classroom or students--you can choose a different person or situation.

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

The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.



One Essay Required for *Teaching Girls: How Teachers and Parents Can Reach Their Brains and Hearts*

Option 1: Consider the participation of students in your classroom and school community. What structures are currently in place in your classroom and school community to positively impact girls' perceptions of themselves as learners?

Option 2: In your current role, what perceptions, practices, and priorities do you think are already evident and in place regarding supporting girls as learners? What could you do to enhance and or expand these perceptions, practices and priorities?

Option 3: Think about the information provided in the text about *Teaching Girls, How Teachers and Parents Can Reach Their Brains and Hearts*. As you reflect on the content of the text describe how the information provided validates and or creates instructional change in your classroom and teaching. What instructional changes might you make and how has the content of the text validated your teaching.

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

The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

Essay scoring rubric:

One essay required for *Making Sense of Mathematics for Teaching Girls K-5*

One essay required for *Teaching Girls: How Teachers and Parents Can Reach Their Brains and Hearts*

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 combined essay for *Making Sense of Mathematics for Teaching Girls K-5* and *Teaching Girls: How Teachers and Parents Can Reach Their Brains and Hearts*

After completing these texts, describe girls as learners. Talk about their behavior, their interests, and their approach to learning. Then describe the instruction in your classroom. How will the information from these texts impact your instruction? What will teaching be like for you and how might your students respond when you have reflected on and implemented your learning from these texts?



Combined Essay Scoring Rubric:

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.**