Overview:
ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics.

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 ArmchairEdClockHours course:


This course provides a multi-tiered Response to Intervention by integrating factors of cultural diversity, language differences, and disabilities. It gives educators a complete picture of the needs of their diverse students at all grade and ability levels. The course discerns learning differences from learning disabilities and provides focused intervention and instruction. Diverse cultural norms and expected behavior associated with English as a second language are described in order to correctly assess a student’s needs. Evidence-based interventions and nearly 30 reproducible guides for use within multi-tiered instruction and response to intervention models are included to take theory into practice for mainstream or special educators.

Credit Options:
The course will be offered for 30 clock hours, based on the length and substance of the book, and related activities. The course will include 30 multiple-choice questions and two required essays.

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

Two Essays Required:
Essay 1: Copy the Teacher Self-Evaluation forms from the text, p. 53, 55, 57, and 61. Complete the forms and use your essay to reflect on the implications for teaching that are indicated by your answers. Include the completed forms with your essay.
Essay 2: Review the Differentiated Support Interventions listed in Appendix A, p. 152-153 in the text. How many of these do you use regularly in your classroom? Select
at least three interventions to discuss in your essay. Describe the intervention, how and when you might use it, and the outcomes that they provide.

Essay 3: 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
- Do any of the Additional Activities to Support Learner Outcomes at chapters’ end
- Copy and complete forms from the text that interest you. Discuss.
- 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@armchairedclockhours.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:**

Two essays required
One essay, 2-3 pages
One essay, 3-5 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.