ArmchairEd Clock Hours Registration Form	Mail to: ArmchairEd Clock Hours PO Box 29137 Bellingham, WA 98228-1137 Web: www.armchairedclockhours.com Email: info@armchairedclockhours.com Fax: 360-756-8936	
Date of Submission:	Birthdate:	
Name: Last: First: Middle: Former:		
Phone: Cell: Home: Work:	Permanent Address: Street: State: Zip:	City:
Course Name:		
Scoring (for Office Use Only)		# of Clock Hours

I will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly. I certify that I have completed all the elements of my selected course on my own. If ArmchairEdClockHours finds that I have not completed my own work I understand I may not receive clock hours for this course.

Signature (Required): _____ Date: _____

Evaluation (required):	Excellent				Poor
This course gave me new knowledge and insight	5	4	3	2	1
The essays increased my skills and knowledge	5	4	3	2	1
I had to think about this topic in new ways	5	4	3	2	1
Overall rating of this course	5	4	3	2	1

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Professional Certification
OLD CAPITOL BUILDING, PO BOX 47200
OLYMPIA WA 98504-7200
(360) 725-6400 TTY (360) 664-3631
Web Site: http:/ /www.k12.wa.us/cert/
E-Mail: cert@k12.wa.us

Continuing Education Clock Hour Credit

INSERVICE REGISTRATION

Use this form to verify your attendance at an approved clock hour offering outlined in Section II below. This form must be retained by the individual as verification of attendance. It is the individual's responsibility to maintain accurate records for compliance with certification regulations. DO NOT USE THIS FORM IF YOU ARE RECEIVING COLLEGE CREDIT FOR THIS INSERVICE PROGRAM. PLEASE PRINT AND USE PEN ONLY.

SECTION I - INFORMATION - PARTICIPANT

LEGAL NAME (Last, First, Middle)		MAIDEN OR FORMER NAME		
DATE OF BIRTH (m, d, y)	SOCIAL SECURITY NO. (Optional)	WASHINGTON CERTIFICATE NUMBER	(Optional)	Female / Male
HOME ADDRESS (Street, City, State, Zip Code)		TELEPHONE NUMBER HOME ( ) BUSINESS ( )		

SECTION II - INSERVICE PROVIDER - CLOCK HOURS

TITLE OF INSERVICE OFFERING		
TOTAL NUMBER OF CLOCK HOURS AVAILABLE FOR INSERVICE OFFERING	FIRST DAY OF INSERVICE	LAST DAY OF INSERVICE
SPONSORING PROVIDER NAME (AGENCY GRANTING CLOCK HOURS)		BUSINESS TELEPHONE NUMBER ( )
PROVIDER ADDRESS		
SPONSORING PROVIDER INSERVICE CONTACT PERSON		TELEPHONE NUMBER ( )

Clock Hours include STEM content ☐ Yes ☐ No   Clock Hours include TPEP content ☐ Yes ☐ No

SECTION III - AFFIDAVIT - PARTICIPANT

I, _____, swear/affirm that I earned _____ clock hours for actual attendance at this inservice. I am not applying for college/university credit for this program. Also,

I, _____, certify (or declare) under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. The intentional misrepresentation of a material fact in this form subjects the holder to revocation of his/her certificate pursuant to chapter 181-85 WAC. This form should be retained by the holder for possible dispute (WAC 181-85-085).

_____   _____
Original Signature of Participant   Date

SECTION IV - INSERVICE PROVIDER - VERIFICATION

When signed by the approved inservice provider, this form serves as a transcript or letter documenting eligible credits as required for salary purposes by WAC 392-121-280(3).

_____   _____
Original Signature of Inservice Provider or Designee   Date

FORM SPI 1125 (Rev. 11/15)

Submit this answer sheet with essay, completed registration, and inservice forms (inservice form for Washington State educators only).

Name:_____

Course_____

Circle the correct letter

1.	A	B	C	D		26.	A	B	C	D
2.	A	B	C	D		27.	A	B	C	D
3.	A	B	C	D		28.	A	B	C	D
4.	A	B	C	D		29.	A	B	C	D
5.	A	B	C	D		30.	A	B	C	D
6.	A	B	C	D		31.	A	B	C	D
7.	A	B	C	D		32.	A	B	C	D
8.	A	B	C	D		33.	A	B	C	D
9.	A	B	C	D		34.	A	B	C	D
10.	A	B	C	D		35.	A	B	C	D
11.	A	B	C	D		36.	A	B	C	D
12.	A	B	C	D		37.	A	B	C	D
13.	A	B	C	D		38.	A	B	C	D
14.	A	B	C	D		39.	A	B	C	D
15.	A	B	C	D		40.	A	B	C	D
16.	A	B	C	D		41.	A	B	C	D
17.	A	B	C	D		42.	A	B	C	D
18.	A	B	C	D		43.	A	B	C	D
19.	A	B	C	D		44.	A	B	C	D
20.	A	B	C	D		45.	A	B	C	D
21.	A	B	C	D		46.	A	B	C	D
22.	A	B	C	D		47.	A	B	C	D
23.	A	B	C	D		48.	A	B	C	D
24.	A	B	C	D		49.	A	B	C	D
25.	A	B	C	D		50.	A	B	C	D

Stop!

Before submitting this answer sheet, please attach the essays, registration and inservice forms (inservice form for Washington State educators only).

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_____   _____
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_____   _____
Original Signature of Inservice Provider or Designee   Date

FORM SPI 1125 (Rev. 11/15)

Submit this answer sheet with essay, completed registration, and inservice forms (inservice form for Washington State educators only).

Name:_____

Course_____

Circle the correct letter

1.	A	B	C	D	26.	A	B	C	D
2.	A	B	C	D	27.	A	B	C	D
3.	A	B	C	D	28.	A	B	C	D
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11.	A	B	C	D	36.	A	B	C	D
12.	A	B	C	D	37.	A	B	C	D
13.	A	B	C	D	38.	A	B	C	D
14.	A	B	C	D	39.	A	B	C	D
15.	A	B	C	D	40.	A	B	C	D
16.	A	B	C	D	41.	A	B	C	D
17.	A	B	C	D	42.	A	B	C	D
18.	A	B	C	D	43.	A	B	C	D
19.	A	B	C	D	44.	A	B	C	D
20.	A	B	C	D	45.	A	B	C	D
21.	A	B	C	D	46.	A	B	C	D
22.	A	B	C	D	47.	A	B	C	D
23.	A	B	C	D	48.	A	B	C	D
24.	A	B	C	D	49.	A	B	C	D
25.	A	B	C	D	50.	A	B	C	D

Stop!

Before submitting this answer sheet, please attach the essays, registration and inservice forms (inservice form for Washington State educators only).

DO NOT SEND THE MULTIPLE CHOICE TEST- SEND THIS FORM.

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.

When Readers Struggle:
Teaching That Works
Second Edition

1.   The only way to develop oral language is by
A.   Reading aloud
B.   Telling stories
C.   Interacting meaningfully with others
D.   Answering questions about stories

2.   Ways to find time to help low-achieving readers include
1.   Managing transitions so as not to lose time
2.   Creating large blocks of time for concentrated instruction
3.   Scheduling special subjects so they do not fragment the day
4.   Avoiding unnecessary testing

A.   1 & 3
B.   2 & 3
C.   1, 2 & 3
D.   All of the above

3.   Supplemental small-group instruction should be
A.   A pull-out program
B.   Uniquely tailored to students' needs than the classroom instruction
C.   Focused on phonemic awareness
D.   An opportunity to use a prescriptive program

4.   Teachers should know what effective processing in reading looks like so they
A.   Have a vision for what they want to help struggling readers do
B.   Can recognize the competent readers in their class
C.   Can plan effectively
D.   Know which resources to choose

5.   Readers who predict, make connections and can infer are
A.   Thinking within the text
B.   Thinking beyond the text
C.   Thinking about the text
D.   All of the above

6.   Connecting important information and disregarding irrelevant information is
      A.   Monitoring
      B.   Searching
      C.   Summarizing
      D.   Adjusting

7.   What makes the difference in children's learning is
      A.   IQ
      B.   Experience
      C.   Environment
      D.   Quality of teaching

8.   The first consideration when children are having learning difficulties is
      A.   If there is a physical impairment
      B.   The home situation
      C.   Previous opportunities for instruction
      D.   Exposure to literacy opportunities

9.   Phonemic awareness refers to
      A.   Understanding that speech is made up of sounds
      B.   The ability to identify, isolate and manipulate individual sounds
      C.   Phonological awareness
      D.   Acquiring a lexicon

10.   The first step in helping struggling readers is
      A.   Teaching them the alphabet
      B.   Reading to them frequently
      C.   Observing, analyzing and interpreting their reading behaviors
      D.   Getting to know them

11.   Student self-corrections indicate that the reader
      1.   Notices mismatches
      2.   Has a good sight vocabulary
      3.   Is able to use different kinds of information
      4.   Is checking one source of information against anothe

      A.   3 & 4
      B.   1 & 2
      C.   1, 3 & 4
      D.   All of the above

12. The student whose running record indicates many appeals is
    A. Sammy
    B. Kara
    C. Clive
    D. Alisha

13. An observation that indicated Jerome's need to use visual information on Level B was that he
    A. Relied on the language pattern of the repetitive text
    B. Made no self -corrections
    C. Used information conveyed by pictures
    D. Controlled left-to-right directionality

14. The decision to support Rosa in searching for and using many sources of information came from the observation that, when reading Level B, she
    A. Depended on the first letter
    B. Appealed
    C. Connected animals in pictures to the first letters of their names
    D. Picked up on the language pattern

15. When Tia read Level B, observation showed that she should be taught
    A. Letter sounds
    B. To self-correct
    C. High frequency words to help monitor her reading
    D. To search illustrations for cues to unknown words

16. The first step in teaching struggling readers is to
    A. Teach them the alphabet
    B. Match the text to their ability to read it
    C. Begin reading their own writing
    D. Read to them often

17. Teaching about punctuation, fonts, table of contents, headings, and titles would be focused on
    A. Genre/Form
    B. Text structure
    C. Literary features
    D. Book and print features

18. Word reading strategies include
    1. Recognizing words quickly and automatically
    2. Using letter and sound relationships
    3. Using spelling patterns
    4. Connecting words

A. 2 & 3
B. 1 & 4
C. 2, 3 & 4
D. All of the above

19. The most important characteristic of teaching is
A. Language interactions
B. Exercises
C. Books
D. Other types of material

20. Morphemes are the
A. Sounds that make up language
B. Smallest units of sounds that speakers understand
C. Smallest units of meaning
D. Features that make one letter different from another

21. The syntax of written language poses challenges for all children because
A. Of the complex sentences they read in texts
B. Of the significant differences from oral language
C. The children have not been read to
D. Young readers concentrate on letters and sounds alone

22. Children are much more likely to be able to solve a word if they
A. Have good decoding skills
B. Understand how to use context
C. Have the word in their oral vocabulary
D. Can use a dictionary

23. Words in the speaking, reading and writing vocabularies of speakers of the language are
A. Tier I words
B. Tier 2 words
C. Tier 3 words
D. None of the above

24. Techniques for learning and remembering new words include
1. Writing the word
2. Copying the words and its definition from the dictionary
3. Making connections among words
4. Using word webs

A. 1 & 2
B. 3 & 4
C. 1, 3 & 4
D. All of the above

25. The phonological system refers to
    A. Only the sounds of language
    B. Sounds and letters
    C. Meaning
    D. Letters

26. Rhyming assessment helps you learn
    A. What the student knows about the relation of sounds to letters
    B. The degree to which children can hear and make connections between words that rhyme
    C. How well the child can spell rhyming words
    D. How easily the child and hear and match ending sounds

27. Children can learn how print works very quickly by
    A. Engaging in interactive read-alouds
    B. Doing interactive writing
    C. Manipulating letters and words
    D. All of the above

28. All children will occasionally reverse letters
    A. Before they learn how important directionality is
    B. Until they learn the alphabet
    C. Until they learn to look at letters
    D. Until they complete worksheets on letter formation

29. Explicit and systematic phonics instruction is
    A. Where beginning readers must start
    B. The most important component of teaching beginning readers
    C. A necessary and important part of an effective reading program
    D. Not necessary for reading, only for writing

30. Sorting
    A. Is a spelling activity
    B. Helps students look closely at features of letters or words and make connections between them
    C. Is used mainly as busy work
    D. Is too difficult for struggling readers because they cannot read the words

31. Through reading and working with student names, teachers can
    1. Help students learn how to look at words
    2. Direct their attention to reading left to right
    3. Direct attention to the first letters of words
    4. Help them realize that words can have one or more syllables

A. 1 & 3
B. 2 & 3
C. 1, 2 & 3
D. All of the above

32. Children control a word when they
    A. Can read it
    B. Can write it
    C. Learn that by adding endings they can make and new and related word
    D. Learn its meaning

33. Reading intervention programs should
    A. Include writing
    B. Focus only on reading
    C. Always be pull-out programs
    D. Focus on phonics

34. Interactive writing refers to
    A. Pieces that are dictated by the child, written by the teacher
    B. A group of children composing and dictating, but written by the teacher
    C. Group composition, where children write some or all of the words
    D. Teacher dictating, children writing

35. A reading processing system can only be built
    A. By thoughtful and explicit instruction
    B. Through the experience of reading continuous text at an appropriate level of difficulty
    C. By being read to
    D. By making the connection of writing to reading

36. Visual information means
    A. Illustrations
    B. Letters
    C. Punctuation
    D. Print

37. Teacher interactions when supporting a reader in the process of reading should
    1. Be brief
    2. Assist learners in using what they already know
    3. Draw readers' attention to the precise information they need to solve the problem
    4. Promote fast processing

A. 2 & 3
B. 1 & 4
C. 2, 3 & 4
D. All of the above

38. Monitoring reading refers to
    A. Noticing mismatches
    B. Making reading "sound right"
    C. Sounding out unknown words
    D. Paying attention to punctuation

39. Dysfluent readers develop fluency by
    A. Practicing the same piece over and over again
    B. Reading very low levels of text
    C. Memorizing the text
    D. Reading fluently

40. When a fluent reader varies the voice using tone, pitch and volume to reflect the meaning of the text, s/he is practicing
    A. Pausing
    B. Phrasing
    C. Intonation
    D. Stress

41. Active readers
    A. Hold information tentatively
    B. Prepare to change ideas as they gather information
    C. Ask and search for answers to questions
    D. All of the above

42. At the heart of comprehending is
    A. Making connections
    B. Synthesizing
    C. Inferring
    D. Analyzing

43. Coherence refers to
    A. Comprehension
    B. Building concepts across reading, writing and word study
    C. Modeling language
    D. Depending solely on oral language

44. To help English learners in writing
    1. Use dictionaries in their first language and English
    2. Value drawing
    3. Help students talk about topics before writing about them
    4. Help them use their reading books as models

    A. 1 & 4
    B. 2 & 3
    C. 2, 3 & 4
    D. All of the above

45. Memory is strengthened through
    A. Associations and connections
    B. Experience
    C. Maturity
    D. Environment

46. The keys to helping struggling readers work "in the zone" are
    A. Carefully selecting the literacy task
    B. Reminding students what they already know
    C. Providing prompt feedback that guides performance
    D. All of the above

47. Engagement and motivation occur
    A. When there is a tangible reward
    B. With internal motivation, driven by reasons that seem real
    C. When grades are involved
    D. When there is a desire to complete a task

48. Readers develop pride and confidence when
    A. They complete a book
    B. The books they read are easy
    C. They get through a challenging book
    D. The text offers enough challenge and support that they feel successful

49. Readers who are struggling require
    A. Specialized reading programs
    B. Special education testing
    C. The most skilled teaching
    D. One-on-one tutoring with a paraprofessional

50. The key to improved student achievement is
    A. Professional development
    B. Smaller class size
    C. Paraprofessionals in every classroom
    D. Better textbooks and materials

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

Three essays required:
Option 1:   Review Chapter 4, focusing on the running records and the comments with the running records. Take running records on three of your students who are reading at about the same level. Describe what you see each child doing on the running records, both their strengths and the behaviors that indicate next teaching steps. Please include the running records with your essay.

Option 2:   Choose at least five books that are favorites for read alouds in your classroom each year. Use the questions on p. 151, #4 (in the text) to focus your consideration to discuss the books. Choose one of the five books that will best expand language. Create a lesson for reading the book to your students, including the suggestions in #5 on p. 151.

Option 3:   Reread the Fifteen Keys to Designing Effective Interventions listed on p. 498 of the text. Keep a copy of the Keys with you for a week as you work with your most challenged students. On that sheet, make observations of what you are doing as you teach that group. In your essay, reflect on your own teaching and describe ways in which you use these keys in your lessons. Do you see areas where you can improve? What can you do to make your lessons more effective?

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.

   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

   Select from the Suggestions for Professional Development at the end of each chapter and do some that interest you

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:
   Three essays required

   Two essays, two to three pages per essay, each 30% of grade

   One essay, four to five pages, 15% of grade

   Single spaced, 10 to 12 size font

   Use of introduction and summary statement (even when a curriculum or 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.**