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 books are currently being used as a text for the ArmchairEdClockHours course:

To Know and Nurture a Reader


Conferring with students can feel intimidating and overwhelming. This course teaches educators how to confer with students about reading that allows for clearer access to one-on-one, in-the-moment teaching and learning. It provides practical, reflective, student-centered teaching moves that you can use to develop an intentional, joy-filled conferring practice. It enables teachers and students to learn to break down and utilize the qualities that enable good writing: elaboration, voice, structure, conventions, and focus. To Know and Nurture a Reader provides the knowledge and skills it takes to confer well, which gives the students the confidence to think of themselves as readers and writers.

Credit Options:
The course will be offered for 60 clock hours, based on the length and substance of the books, and related activities. The course will include 50 multiple-choice questions and three required essays.

Grading Rubric:
Pass/Fail: Coursework must be passed with 70% criterion
One Essay Required for:  
**To Know and Nurture a Reader**

**Essay Options:**
**Option 1:** Accept the authors’ invitation to “dig into” Sten.pub/KnowNurture (see page 8 in the text.) View some of the video clips and in your essay, describe what you saw and the learning you took from watching the teacher/student interactions.
**Option 2:** Conference with students for a week and be aware of the interactive moves you are using. You might even want to check them off as you move about the room conferencing. At the end of week, total the interactive moves you used as you conferenced. Does one predominate? Do you use them about equally? Report on your findings as you conference and discuss what you learned by doing that. Should you focus more on variety of moves? Is the method you’re using appropriate and working?
**Option 3:** Be aware of authentic response in your students. Watch for a student who talks to you about a book s/he has read or listen to someone read and respond. How does the student indicate to you that s/he’s been affected by what’s been read. Laughing? Crying? Wanting to retell the story to you? Linking it to something in their life? In your essay, describe the experience. Talk about the child, the book read and in particular, the response, whatever it is. How can you encourage authentic response in your students?
**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

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One Essay Required for:  
**Conferring with Young Writers**

**Essay Options:**
**Option 1:** The authors reference Moser and Boushey’s books, *The Daily Five* and *The Café Book*. Read one of those books and review it in your essay. Be personal and specific in your review. What did you read in the book that was meaningful and useful to you in your practice?
**Option 2:** Study the unit plan in the text, Figure 4.1 on p. 52, and then read the chapter that follows, considering the grade that you teach and the writing strategies for your grade level set by your school district. Select a genre of writing to teach your students that is grade appropriate and develop a unit plan for lessons that you will use with your students, using the plan in the text as a model.
**Option 3:** Select three pieces of writing from your students with I SCORE (p. 50 in the text.) You might want to reread that chapter, to review the goals as they are described. For each of your students’ writing, set a goal based on what you read in Chapter 4. Include a copy of the student’s writing with your essay describing the goal for each student.
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

One essay required from *Conferring with Young Writers* and *To Know and Nurture a Reader*

Essay Option: You’ve read two books about conferencing with students. One relates to conferencing with students in reading; the other conferencing with writers. To get a feel for conferring, decide whether to conference in reading or writing. Select one or two students to conference with, using the suggestions in whichever text fits your choice. Confer with the same students for about a month. This should give you an idea of what conferencing feels like and what it might accomplish. In your essay, talk about the experience. Is this something you would do in your classroom? Why or why not? Would you conference in both reading and writing? Why or why not?

You may e-mail info@armchairredclockhours.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:**

- One Essay required for *Conferring with Young Writers* 2-3 pages each
- One Essay required for *To Know and Nuture a Reader*, 2-3 pages each
- One essay required for both *Conferring with Young Writers* and *To Know and Nuture a Reader*, four to five 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

- You must download the coursework before starting this course
- 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.
- Submit all coursework together.