



ArmchairEdClockHours  
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**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. Use assessment to screen, monitor, and provide effective instruction
2. Utilize strategies in word recognition, vocabulary, and comprehension
3. Use assessment tools and methods to evaluate reading and writing

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

**Assessing and Correcting Reading and Writing Difficulties, 6<sup>th</sup> edition**, Gunning, T.G. (2018). Pearson: Boston, MA. 588 pages.

*Assessing and Correcting Reading and Writing Difficulties* provides a comprehensive, practical approach that details—and illustrates through a wealth of examples—how to assess students and how to use assessment results to screen students, monitor progress, and provide effective instruction. Grounded in theory and research, yet practical in nature, this course provides 46 easy-to-follow, step-by-step sample lessons covering virtually every major skill or strategy for successfully assessing and instructing struggling readers of all ages. The emphasis is on teaching students' strategies they can use independently for developing skills in word recognition, vocabulary, comprehension, reading in the content areas, writing, spelling, and studying. With extensive coverage of Response to Intervention and the impact of the Common Core State Standards, the course covers areas of assessment including basic concepts of tests and measurements; standardized measures, including curriculum-based instruments; and informal but highly regarded assessment methods such as the informal reading inventory, miscue analysis, running records, observation, think-alouds, checklists, conferences, rubrics, performance assessment holistic scoring of writing and portfolio assessment, and student self-assessment. It also includes extensive coverage of screening, progress monitoring, interim assessments, diagnosis, and outcome measures, with numerous suggestions for practice and reinforcement, including the use of technology.

**Credit Options:**

The course will be offered for fifty clock hours, based on the length and substance of the book, and related activities. The fifty-clock hour course will include 50 multiple-choice questions and three required essays.

**Grading Rubric:**

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

**Three Essays Required**

Essay Options:



**Option 1:** Before you begin working through the text, look at the Table of Contents and the chapter titles. Choose the chapter with the most appealing content and begin writing your essay as you begin reading that specific chapter. Each of the chapters begins the same. There is a section called *Using What You Know* that asks questions about what's coming in the chapter. Answer those questions to begin your essay. That section is followed by an *Anticipation Guide*. Use the *Anticipation Guide* statements to frame the next part of your essay. Stop there, read the chapter, and for the remainder of your essay talk about what you learned in terms of your thinking before you began reading the chapter.

**Option 2:** Each chapter ends with Application Activities. You may choose to do one or more of those if you find activities that are interesting or useful to you. Include the Application Activity at the start of your essay.

**Option 3:** Reread pages 333-352. Plan a teaching unit on one of the comprehension strategies from that section of the text. Try to use some of the teaching suggestions from that chapter.

**Option 4:** Either video yourself or ask a colleague to observe you teaching reading. The colleague's job would be to jot down questions you ask during teaching. If you video yourself, write the questions you asked as you watch. Then look again at page 364 in the text, Levels of Questioning. In your essay, talk about the specific questions you asked and level them according to the taxonomy on that page. How did you do? Are you asking higher level questions of your students? Could you do better?

**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

You may combine any of these or develop your own. You may e-mail [info@armchaired.com](mailto:info@armchaired.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 unit is developed)

Demonstration of grammar, spelling and writing skill

Demonstration of applied knowledge

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