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. Teach comprehending, word solving, fluency, and vocabulary
2. Teach writing about reading in a variety of genres and using writing as a tool for thinking
3. Use guided reading with fiction and nonfiction books
4. Discuss books during interactive read-aloud and literature study

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

Teaching for Comprehending and Fluency (Fountas & Pinnell, 2006). Heinemann Publishers. 566 pages.

This course offers a complete picture of how to skillfully teach meaning making and fluency within any instructional context. It provides frameworks for high-quality instruction that describe appropriate expectations for comprehending, fluency, and vocabulary development. The course provides effective teaching strategies for the following: comprehending, word solving fluency and vocabulary; writing about reading in a variety of genres and using writing as a tool for thinking; using guided reading with fiction and nonfiction books; discussing books during interactive read-aloud and literature study; and taking part in shared and performance reading. Instruction is included for running reading records of reading behavior to assess comprehension and fluency, and to then use those assessments to inform and differentiate teaching.

Credit Options:
❖ The course will be offered for 50 clock hours, based on the length and substance of the book. The 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

Choose three of the following options:

Essay 1: Focus your essay on quotes from the text that caught your attention, either positively or negatively. Give the quote and why you reacted to it in the way that you did. Are you considering using any of the activities or techniques you encountered in this text? Why or why not?

Essay 2: Watch the DVD that accompanies the text. In your essay, discuss what you saw in one of the sections: Whole Group Teaching, Small Group Teaching, or Individual Teaching. Tell why you chose the section you discuss. What struck you as particularly exciting teaching? Do you do similar things in your own classroom? Might you after reading this text?

Required Essay: 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
> Select one or more Suggestions for Professional Development from the end of text's chapters
> Experiment with forms from the DVD and report on your experience using them
> Compare/contrast your current educational 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:
Three essays required
One essay, three to five pages
Two essay, two to three 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.