

REGISTRATION FORM

ArmchairEd Clock Hours Registration Form		Mail to: ArmchairEd Clock Hours PO Box 29137 Bellingham, WA 98228-1137 Web: <a href="http://www.armchairedclockhours.com">www.armchairedclockhours.com</a> Email: info@armchairedclockhours.com Fax: 360-756-8936	
Date of Submission:	Birthdate:		
Name:			
Last:			
First:			
Middle:			
Former:			
Phone:	Permanent Address:		
Cell:	Street:	City:	
Home:	State:	Zip:	
Work:	Email:		
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	1
The essays increased my skills and knowledge	5	4	3	2	1	1
I had to think about this topic in new ways	5	4	3	2	1	1
Overall rating of this course	5	4	3	2	1	1



## Continuing Education Clock Hour Credit INSERVICE REGISTRATION 2021-2022

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) <input type="checkbox"/> Female <input type="checkbox"/> 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
Is this STEM? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how many hours?	
SPONSORING PROVIDER NAME (AGENCY GRANTING CLOCK HOURS)	BUSINESS TELEPHONE NUMBER (     )	
PROVIDER ADDRESS		
SPONSORING PROVIDER INSERVICE CONTACT PERSON	TELEPHONE NUMBER (     )	

### 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



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
2.    A     B     C     D
3.    A     B     C     D
4.    A     B     C     D
5.    A     B     C     D
6.    A     B     C     D
7.    A     B     C     D
8.    A     B     C     D
9.    A     B     C     D
10.   A     B     C     D
11.   A     B     C     D
12.   A     B     C     D
13.   A     B     C     D
14.   A     B     C     D
15.   A     B     C     D
16.   A     B     C     D
17.   A     B     C     D
18.   A     B     C     D
19.   A     B     C     D
20.   A     B     C     D
21.   A     B     C     D
22.   A     B     C     D
23.   A     B     C     D
24.   A     B     C     D
25.   A     B     C     D
26.   A     B     C     D
27.   A     B     C     D
28.   A     B     C     D
29.   A     B     C     D
30.   A     B     C     D

**Stop!**

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

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

**Send directly to ArmchairEdClockHours via dropbox, fax or mail.**



**Note:** This course consists of one text, *THE Classroom Management Book*. Online videos and reflection pages are provided by the publisher in an online format, and available when you order the text.

Both the elearning and book are required for this course.

### **THE Classroom Management Book**

1. Good classroom management is based on
  - A. The behavior of teachers
  - B. The behavior of students
  - C. Student learning
  - D. The amount of material covered
  
2. Effective teachers start class with
  - A. Respect
  - B. Care
  - C. Procedures
  - D. All of these
  
3. Consistency in a classroom is created when
  - A. There are classroom rules
  - B. Students help create classroom rules
  - C. There are procedures
  - D. The teacher maintains discipline
  
4. Teacher focus during the first ten days of school is
  1. Learning students' names
  2. Teaching procedures
  3. Establishing routines
  4. Enforcing school and classroom rules
  - A. 1 & 3
  - B. 2 & 3
  - C. 2 & 4
  - D. 1 & 3
  
5. Present your classroom management plan to your students by
  - A. Reading it to them
  - B. Giving each student a hard copy and explaining it to them
  - C. Presenting a slide show
  - D. Whatever way you decide works best for you and your students



6. When you encourage a student who is following a procedure by affirming the action, you are
  - A. Teaching
  - B. Rehearsing
  - C. Reinforcing
  - D. Any of these
  
7. Daily agendas should always include
  - A. An objective
  - B. Start times
  - C. Page numbers
  - D. A list of materials
  
8. The first agenda activity for the student to complete each day is
  - A. Whatever is first on the agenda
  - B. Completion of the opening assignment
  - C. Reading the entire agenda
  - D. Checking the schedule
  
9. An opening assignment is
  - A. Short
  - B. Begun before the bell rings
  - C. Manageable for every student
  - D. All of these
  
10. To keep your desk free from clutter
  - A. Devote 10 minutes at the end of the day to putting things away
  - B. Select a student to tidy your desk before lunch and at the end of the school day
  - C. Put everything in a file cabinet
  - D. Place a small table next to your desk to put papers on
  
11. An absent student's work is put in the Absent Folder by the
  - A. Teacher
  - B. Absent student, when s/he returns to school
  - C. Absent student's seat partner
  - D. Absent student's best friend
  
12. Organized students
  - A. Use time wisely
  - B. Have a tidy work space
  - C. Always get their homework done
  - D. All of these



13. To survive a school active shooter, students should
- Practice lockdown
  - Understand that the primary procedure is to run away from gunfire
  - Practice hiding and being quiet
  - Know where the closest exit is
14. When students are assigned a classroom job, it
- Is demeaning
  - Instills responsibility
  - Provides opportunities for teamwork
  - Contributes to a positive learning environment
- 2 & 4
  - 1 & 3
  - 2, 3 & 4
  - All of the above
15. The Daily Closing Message is
- Sent home every day
  - Copied by each student to take home at the end of the day
  - To be signed and returned the next day
  - Read aloud by the teacher just before dismissal
16. Students should work in groups
- Every day
  - On special projects
  - Once in awhile
  - For reading
17. In the SQ4R procedure, the “R” where the student is looking for relationships between ideas is
- Read
  - Recite
  - Review
  - Reflect
18. When deciding which social skills to teach
- Select those that seem lacking in your classroom
  - Brainstorm a list with the students
  - Teach those that are most important to you
  - Collaborate with a colleague



19. Special education teachers need
- A. A kind disposition
  - B. An understanding heart
  - C. To see all children as capable and worthy
  - D. All of these
20. When special needs students are mainstreamed into a general ed classroom, it is important to
- A. Prepare them with a step-by-step procedure to follow if/when they get anxious or frustrated
  - B. Keep an eye on them
  - C. Give the classroom teacher some ideas for handling a difficult situation that may occur
  - D. Reward them for good behavior
21. The best strategies for effective behavior management are
- 1. Having a class meeting to discuss problem behaviors
  - 2. Establishing classroom routines and rules
  - 3. Using a point system that rewards students for good behavior
  - 4. Modeling appropriate behavior
- A. 1 & 3
  - B. 2 & 3
  - C. 2 & 4
  - D. 1 & 4
22. Crucial for a teacher dealing with an angry student is
- A. Tone of voice
  - B. Body language
  - C. Remaining calm
  - D. All of these
23. To maximize the teacher aide's effectiveness in your classroom
- A. Plan
  - B. Describe student problems for the aide
  - C. Have the aide do only clerical work
  - D. Introduce the aide to your students
24. In order to work successfully with parent volunteers
- A. Have them work with students who need the most help
  - B. Design and distribute a survey for parents to determine their interest
  - C. Allow them to work with any students except their own child
  - D. Keep them occupied with clerical tasks



25. Maintain a home and school connection with
- A. Frequent phone calls
  - B. Occasional notes home
  - C. A weekly classroom newsletter
  - D. Invitations for parent visits

**Grading Rubric:**

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

**Essay Scoring Rubric:**

- Completion and submission of eight reflection pages, as demonstrated in the online curriculum. 8 pages.
- Required essay, 3 to 4 pages.

**Required Essay:** You have completed a text which contains 50 procedures to assist you in efficient managing of your classroom. Begin your essay by discussing the procedures that are already in place and the method you use for teaching, rehearsing and reinforcing those procedures. Identify at least three procedures covered in the text that you want to develop for use in your classroom. Give the reasons for those you choose and how you will teach, rehearse and reinforce the procedures you will add.

Three to four pages, 65% of overall 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 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.**