



ArmchairEdClockHours  
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**Overview:**

ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine. The program has been operating since Fall, 2000, and has provided continuing education to thousands of educators.

Educational Leadership is used based on its thematic presentation and use of current theory and research practice. It is published eight times a year, allowing eight courses to be developed and posted on the site each year. Courses more than two years old are dropped from the website, so approximately 16 tests are available to educators at any time. Although coursework may be downloaded at any time from the website, students have one year to submit coursework.

**Course Goals/Student Objectives:**

As a result of taking courses from the ArmchairEdClockHours website, the student will be able to:

1. Identify and utilize different kinds of feedback
2. Use feedback as self-assessment
3. Use formative assessment as feedback
4. Use rubrics as feedback

**Grading Rubric:**

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

***Feedback for Impact***

As the late Grant Wiggins wrote, "less teaching plus more feedback is the key to achieving greater learning." This is as true for educators as it is for the students we work with. In this issue, we will explore the key characteristics of effective, actionable feedback—whether provided in the classroom, following a teacher observation, or during a coaching conversation—and how schools can create cultures of effective feedback and make the most of feedback for growth. This course will look at feedback protocols and routines; evidence-based formative assessment strategies; best practices for differentiating and delivering feedback; and how to make feedback stick.

**Essay:**

**Citing three of the articles,**

Create your own demonstration of the learning you take from these articles. 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 articles
- 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](mailto:info@armchairedclockhours.com) if you desire specific permission for your topic. The essay must demonstrate a deep reflection and knowledge of the course and articles, and direct application of learning to your own educational position and how it will directly impact students.

**Rubric:**

One full page, size 10-12 font, single-spaced only. Points awarded based on the following: Use of main points, spelling, grammar, and summary statement

Evidence of direct implementation and implantation into the work setting that includes

- Application of learning to your own education position and how your learning will directly impact your students
- A deep reflection and knowledge of the articles with ability to synthesize key points from the articles into your work

**Grading Rubric:**

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

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- **You must download the coursework before starting this course.**
- **Submit all coursework at the same time.**
- **All essays must be fully complete and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required**