



ArmchairEdClockHours
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- **The course syllabus is provided for your preview. Please be sure to register PRIOR to completing any coursework. ArmchairEdClockHours reserves the right to not award clock hours if students are found to be in violation of this policy.**

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. Identify the main challenges in your classroom and benefits to flexible grouping
2. Plan a unit using flexible groups and different configurations for specific learning targets
3. Analyze a unit through a learning focused lens

The following published books are currently being used as texts for the ArmchairEd course:

Doubet, K. (2022). *The flexibly grouped classroom: How to organize learning for equity and growth*. ASCD.

Tomlinson, C. A. (2021). *So each may soar: The principles and practices of learner-centered classrooms*. ASCD.

Unlike traditional grouping, which typically puts like with like or combines students without regard to the best way to promote their individual growth, flexible and learning-centered grouping is both purposeful *and* fluid, regularly combining and recombining different students in different ways to pursue a wide range of academic and affective goals. In this course, you will learn to:

- What it means for teachers to honor themselves, each learner, and the content they teach.
- How to assemble a curriculum that ignites students' imaginations and drives discovery.
- How to guide classroom experiences that develop the mind of each learner in accordance with that learner's marvelous individuality.
- How to shape curriculum, assessment, and instruction to support both equity and excellence.

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. All coursework must be completed.

One essay required for *The Flexibly Grouped Classroom*

Essay Options:

Option 1: Describe the main challenges you experienced in your current or a past classroom when attempting to meet the needs of all your students. After the description of the challenges in your classroom, describe the positives you predict seeing if you were using flexible grouping all the time.

Option 2: Look at the chart on page 25 in the text that talks about factors to consider when creating groups. Discuss your experience with grouping in relation to the factors and options presented in Figure 2.1. Are there any surprises for you in the chart? Do you see any group descriptions that are new to you? Which are familiar? What new learning are you taking away from studying p. 25?

Option 3: Choose one of the grouping strategies from Chapter 3 that you've never used before. In your essay, identify the strategy you selected and your reasons for trying it. After you watched your students work in the group style you selected, evaluate how things went. Describe the learning you observed and whether you will want to try that grouping again, and why or why not.

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

Combined essay option:

One essay required from *The Flexibly Grouped Classroom* and *So Each May Soar*

The text *So Each May Soar* encourages you to consider each student as you plan your lessons for their learning. *The Flexibly Grouped Classroom* asks you to consider each student as you create flexible groups to help each grow. Plan a unit for a topic you are required to teach that offers flexible groups in different configurations and for specific learning targets. Review Chapter 3 in *The Flexibly Grouped Classroom* for inspiration to provide groups that will honor the learner and the learning.

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.

One essay required for *So Each May Soar*

Essay Options:

Option 1: Reread the first paragraph on page 36, discussing shared stories about remembered teachers. Write an essay about the teacher you recognize in your life who made the greatest impact on the person you have become. Summarize your essay by describing the elements in your own teaching that echo those you experienced from that particular teacher.

Option 2: Read Figure 4.1, Strategies for affirming each learner, page 63-64 in the text. Select the three that you consider your strongest affirmations. Begin your essay identifying these affirmations and why and when you use them. For the remainder of the essay, identify three affirmations that you don't use or use only occasionally, but are ones you feel you should use. Describe ways and times that you can include new affirmations into your student responses.



Option 3: Use the basic framework for planning learning-focused curriculum, page 131 in the text, to analyze a unit that you presently teach. Answer each of the questions, thinking about the unit as you teach it. When you've completed the framework, use the rest of your essay to describe your unit in terms of being learning-focused. What might you do to strengthen the learning students take from the unit?

Option 4: Reread the Twelve Questions, page 175-189. Which question do you want answered? Read through the answers to the question you selected and try at least one of the answers. In your essay, describe the question you focused on and the results of trying the answer you selected.

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

One essay required from *So Each May Soar* and *The Flexibly Grouped Classroom*

Combined Essay: The text *So Each May Soar* encourages you to consider each student as you plan your lessons for their learning. *The Flexibly Grouped Classroom* asks you to consider each student as you create flexible groups to help each grow. Plan a unit for a topic you are required to teach that offers flexible groups in different configurations and for specific learning targets. Review Chapter 3 in *The Flexibly Grouped Classroom* for inspiration to provide groups that will honor the learner and the learning.

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:

One essay required for *So Each May Soar*, 2-3 pages each

One essay required for *The Flexibly Grouped Classroom*, 2-3 pages each

Each essay 10% of overall grade

One essay required for both *So Each May Soar* and *The Flexibly Grouped Classroom*

Four to five pages, 35% 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.**

