



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. Create aligned texts
2. Evaluate classroom literacy programs that strengthen reading instruction
3. Create lesson plans that use a layered intervention model.
4. Identify what a teacher needs to do to help students learn to read successfully

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

Dorn, L. J., Soffos, C., & Klein, A. F. (2021). *The Comprehensive Intervention Model*. Stenhouse Publishers.

Burkins, J. M., & Yates, K. (2022). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*. Hawker Brownlow Education.

The current emphasis on the body of research known as the "Science of Reading" has renewed the reading wars and raised challenging questions for balanced literacy teachers about the best way to teach reading. Instead of fueling the debate, this course organizes essential educational theory and effective instructional practices under a complete, layered intervention model. The course focuses on scientifically sound shifts reading teachers can make to strengthen their approach to early reading instruction.

### **Credit Options:**

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

### **Grading Rubric:**

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

### **Two essays required for The Comprehension Intervention Model**

#### **Essay Options:**

**Option 1:** Use the Q-R codes on page 23 in text to observe three different readers use Phonics Task Cards. In your essay, describe what you saw and your impression of its usefulness.



Option 2: Use the questions at the beginning of Chapter 4, page 56 in the text, to describe the literacy program in your classroom. Include a description of the kind of differentiated instruction that happens in your classroom. Summarize the essay with an evaluation of your classroom curriculum.

Option 3: Reread the Intervention Framework for Writing Aloud that begins on page 88 of the text. Create a lesson plan for the intervention that will engage students in co-constructing the message. The body of the essay will be your lesson plan but summarize the essay with a description of the message your students created.

Option 4: Study “Designing a Word Study Lesson” that begins at the bottom of page 125 in the text. Plan a lesson following the intervention. In your essay talk about the lesson you created and the experience of using it with a single student or a group of students.

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

### **Two essays required for Shifting the Balance**

#### Essay Options:

Option 1: Develop a lesson plan for a Read Aloud. Read the “Read Aloud” Question for Reflection on page 32 in the text. After you’ve taught the lesson, summarize your essay with a description of the learning you witnessed.

Option 2: Browse TheSixShifts.com. In your essay, describe the features you find that you would actually use. Talk about how and when you might find them useful. After you’ve tried something from the website, describe what, how you used it and the result for student learning.

Option 3: Each chapter ends with Questions for Reflection. Select the chapter that you feel gave you great ideas and new things to think about. Read the reflection questions and use your answers to frame an essay to discuss your takeaways from that specific chapter and how you might utilize them with your students.

Option 4: Reread Table 6.2, page 151 in the text. Using the examples, follow the process to write an aligned text for use with students. In your essay, talk about the experience, the success of the text with your students and be sure to include a copy of the text you created!

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 Shifting the Balance and The Comprehensive Intervention Model**

Combined Essay: You’ve read two texts that present two very different ideas about reading comprehension. Begin your essay with reviews of each of the texts, present your understanding of what the teacher needs to do to help children learn to read successfully. For the remainder of the essay, talk about the text that you find most helpful and why. (You might find it useful to use Level Evaluate on page 129 in The Comprehensive Intervention Model. It provides some Key Words to stimulate your thinking.) Which would you return to when you are working with children in difficulty?



You may e-mail [info@armchairedclockhours.com](mailto: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:

Two essays required for **Shifting the Balance**,

Two essays required for **The Comprehensive Intervention Model** ,

One essay required for both **Shifting the Balance** and **The Comprehensive Intervention Model**

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 order the course before starting this coursework.**
- **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.**