Overview:
ArmchairEd.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics. The program has been operating since Fall, 2000, and has provided continuing education to hundreds of educators.

Course Goals and Objectives:
As a result of these courses, the student will be able to:
1. Stay current on educational themes and topics pertinent to teaching and education
2. Identify current research in education
3. Apply this knowledge to the student’s current educational position

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


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 courses will be offered for five credits, based on the length and substance of the book. The five-credit course will include 50 multiple-choice questions and a required essay.

Grading Rubric:
- Pass/Fail: Coursework must be passed with 70% criterion.
- Letter grade: 90%: A grade
  80%: B grade
  70%: C grade

Three Essays Required:
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?

Essay 3: 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 another pertinent program and report/reflect on it

You may combine any of these, or develop your own. You may e-mail info@armchaired.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.

Three Essays Required:
Essay scoring rubric:

- Option 1: 2 to 3 pages, 10% of overall grade
- Option 2: 4 to 5 pages, 20% of overall grade
- Option 3: 4 to 5 pages, 20% of overall grade

Essays 50% of overall grade

Single spaced, 10 to 12 size font

Use of introduction and summary statement (even when a curriculum or unit is developed)

Demonstration of grammar, spelling, and writing skill

Demonstration of applied knowledge