

Course Outline

1. Timing

- a. First semester senior year
- b. Summer prior to the start of ILC
- c. Four weeks of the first semester at ILC

2. Location

- a. Either one-room school or multi-room school
 - i. Alternate with location for Ed 404
 - ii. Allow chance to experience both settings
 - iii. Try to use home congregation

3. Suggested Program

- a. Time involved
 - i. Every day contact with supervising teacher during student contact time
 - ii. Average of four hours per day prior to school startup
 - iii. All day plus prep for the next day during the four weeks of classes
- b. Content
 - i. Weeks prior (2 weeks cumulative)
 - (1) Home visits
 - (a) have student outline the visit, then you show your plan
 - (b) attend, participate if appropriate
 - (c) evaluate home situations
 - (d) determine special needs
 - (e) coordinate travel with a faculty
 - (2) Text books
 - (a) check in on packing slip/invoice
 - (b) distribute (rooms, students' desks, etc)
 - (c) put in name (student or school stamp)
 - (d) break in
 - (e) cover with contact paper or book covers
 - (f) organize book storage area
 - (g) inventory
 - (h) report book budget balance to the Board of Education
 - (3) Supplies
 - (a) purchasing locally
 - (b) ordering and/or checking in
 - (c) storing art supplies or reorganizing the storage areas
 - (d) odor covering powder
 - (e) compile needs/wants list
 - (f) repair/inventory athletic equipment

- (4) Classroom Organization
 - (a) teacher's desk
 - (b) students' desks
 - (c) learning centers
 - (d) reading nook
 - (e) bulletin boards
 - (f) computers
 - (g) jobs/chores list preparation
 - (h) prepare a needs/wants list for the Board of Property/Board of Education
- (5) Discipline
 - (a) develop a new discipline plan
 - (b) discuss their new plan
 - (c) learn the existing discipline plan
 - (d) discuss scenarios
 - (e) discuss special challenge students
- (6) Procedures
 - (a) becoming familiar with your procedures
 - (i) lunch time
 - (ii) before and after school
 - (iii) rules when classrooms overlap in sharing of facilities
 - (b) developing new procedures
 - (c) redoing existing procedures
 - (d) prepare to demonstrate procedures for students
- (7) Faculty Meetings
 - (a) attending
 - (b) making an agenda
 - (c) presenting a topic
 - (d) staff development
 - (e) in-service days
- (8) Principal Duties
 - (a) government lunch program
 - (b) hot lunch program
 - (c) milk program
 - (d) volunteer program
 - (e) health records
 - (f) immunization forms
 - (g) heights/weights recorded in files
 - (h) vision/hearing screening
 - (i) scheduling and planning first Parent/Teacher meeting
 - (j) Dress code
 - (i) Faculty
 - (ii) Students
 - (k) Letter Home
 - (l) Parent Teacher Meetings
 - (m) Have the student teachers read through the last year's worth of principal's reports/board of ed reports and then identify...
 - (i) direction for the school
 - (ii) focus issues of priority
 - (iii) set goals for improvement

- ii. During School Sessions (4 weeks)
 - (1) Teaching the discipline plan to the students (you determine their level of involvement)
 - (2) Teaching procedures to the students (you determine their level of involvement)
 - (3) Preparing for classes
 - (4) Teaching classes (suggested work load)
 - (a) one classroom only for the four weeks
 - (b) two subjects plus one religion class
 - (c) all grades in that room for those subjects
 - (d) devotions
 - (5) Correcting
 - (6) Entering grades in grade book/spreadsheet/grading program
 - (7) Mid-term/4-week grades

4. Grading

- a. Your part
 - i. Completion of administrative tasks - 20%
 - ii. Participation in activities - 20%
 - iii. Class preparation - 20%
 - iv. Class presentations - 20%
 - v. Personality/Socialization Skills - 20%
 - vi. ILC provided scoring guide
- b. ILC's part
 - i. Your grade recommendation
 - ii. Evaluation of comprehensive journal kept by the student intern
 - iii. Follow-up Interview with student

5. Other considerations

- a. It's been suggested that ILC prepare a rubric or scoring guide similar to what is used for the nine week student teaching session. See next page.
- b. I understand that the grading portion will be a challenge. Rest assured that I have every confidence in your assessment of the student teacher. I will certainly not ask you to defend yourselves; you are not be evaluated. I may, at times, ask for clarification as to why a particular grade was assigned.
- c. This course and program are new and, I believe, long overdue. The good that this experience will accomplish will far outweigh any difficulties and inconvenience that we may go through as we try to make this course as effective as possible. I thank you sincerely for your efforts on behalf of our students, our school, our synod and our Lord.

	Administrative Tasks	Class Preparation	Class Presentation	Personality/Socialization	Participation
5	Thoroughly completes all tasks in a timely and accurate fashion.	Efficiently uses available time is always prepared for class.	Made efficient use of time; was pleasant, effective and kept the students' interest.	Very friendly and socializes often and well with parents and students. Frequently initiates conversation.	Very willing and voluntarily gets involved in everything possible.
4	Tasks usually completed in a timely fashion and generally done thoroughly and accurately.	Manages time well and is usually prepared for class.	Was pleasant and effective but had trouble keeping to the schedule.	Always friendly and socializes well; occasionally initiates conversation.	Seems willing and will take part in many activities if asked.
3	Tasks usually completed thoroughly and accurately, but sometimes not in a timely manner.	Usually prepared for class but manages time poorly.	Organized and made good use of time but was not easy to listen to and sometimes lost student attention.	Keeps somewhat to apart but is friendly when approached; does not initiate conversation.	Get involved in many activities but does not seem willing to do so.
2	Some tasks are completed on time but are not done thoroughly or accurately.	Manages time well but preparation lacks substance and is poorly organized.	Pleasant and interesting to the students but was unorganized and did not make good use of class time.	Initiates conversation but has trouble socializing with adults and/or children; can be friendly at times.	Seems unwilling to become involved and participates in few activities.
1	Many tasks are incomplete and are not on time or accurate.	Spends very little time and is frequently not prepared to teach.	Unorganized and inefficient in managing time; could not keep student interest; difficult to listen to.	Seclusive and unfriendly; does not interact with students and/or adults; seldom initiates conversation.	Seems very unwilling and does not participate in any activities unless required.

Use the rubric on the previous page to help you determine the student performance in each of the five areas indicated noting that five is high and one is low. Add additional pages as needed for comments.

Student Name

Total Score out of 25

	Score Assigned	Comments
Administrative Tasks		
Class Preparation		
Class Presentation		
Personality/ Socialization		
Participation		
Total		