

Energizing and Equipping Parents as Teachers: Co-teacher Development in a Blended Model School
Annette Kemp - Providence Preparatory School

Co-teacher Training Schedule for School Year 2019-2020

MONDAY, AUGUST 12th: Welcome to Co-Teaching at Providence!

Required for ALL NEW co-teachers.

Rentals and purchases will be available throughout the training time.

3:45 - 4:00p	Registration and Check-in	2nd Floor North Landing
4:00 - 5:40p	Providence 101 (An overview of the basic things you need to know for a great year at Providence) <i>Bret Billman, Annette Kemp, and Colleen Stafford</i>	Room 256
5:40 - 6:20p	Dinner	Room 257-259
	Mini Informational Meeting (for those who have not attended one) <i>Shannon Morrison</i>	Room 256
	Check-in of immunization records and medications for school use (with forms) <i>Susie Leavelle</i>	2nd Floor North Landing

MONDAY, AUGUST 12th: Professional Development for Co-Teachers

Required for ALL NEW co-teachers. Recommended for returning co-teachers.

6:20 - 7:05p Workshops, Session 1

Veteran Co-teacher Panel Discussion: Grammar School (PreK-6th grades) Room 247
Lindsey Watson, Moderator

Panel: Christy Jackson, Jennifer Vu, Jennifer Joyner, Maci Barnett

Fairy Tales, Quests and Backyard Heroes: A Case for Unstructured Time Outdoors
recommended for returning co-teachers Room 256
Carol Brown

A Look at Learning Differences and Available Accommodations Room 239
Miranda Lehmann

Veteran Co-teacher Panel Discussion: Logic & Rhetoric Schools (7th-12th grades)
Bret Billman, Moderator Room 245
Panel: Lisa Almond, Mildred Hill, Laura Bowers, Courtney Robinson

7:10 - 7:55p Workshops, Session 2

An Introduction to 5th-6th Composition: Institute for Excellence in Writing
Amy Rognlie *Room 247*

Daily Spiritual Rhythms for Your Home
Lindsey Watson *Room 256*

Guiding Reading Progress in Young Children
Lesleigh Reynolds *Room 239*

Ready to Launch: Discipleship in Rhetoric School
Amy Jimenez *Room 245*

8:00-8:45p Workshops, Session 3

How To Set Up Your Homeschool Environment
Christine Baird *Room 245*

Homeschooling With a Houseful
Shannon Morrison *Room 247*

Amazing History Lecture
Stephen Alston *Room 256*

TUESDAY, AUGUST 13th: Math in Focus / Spell to Write and Read Training

8:30 - 11:30a Math in Focus Training, *Room 254*
 Required for co-teachers of new Math in Focus 1st - 5th Graders
 Miranda Lehmann

11:30 - 12:00p Lunch *Room 255*

12:30 - 3:30p Spell to Write and Read Training *Room 254*
 Required for co-teachers new to K - 4th grade
 Lisa Almond

TUESDAY, AUGUST 13th: House Welcome Event

For all students in grades 5 through 12 and for all 5th Grade Co-Teachers

1:00 - 2:30p House Welcome Event: A back-to-school bash for all upper school students

WEDNESDAY, AUGUST 14th: Grammar School Day*Rentals and purchases will be available throughout the training time.*

2:30p - 3:00p	Check-In, Book Rentals	<i>2nd Floor, North Landing</i>
3:00p - 3:25p	Opening Session <i>Bret Billman and Annette Kemp</i>	<i>Worship Center</i>
3:30p - 5:30p	_____ Session 1: Grammar School Classroom Presentations (see Session 2 for Room #s) <i>Pre-K through 6th grade Teachers</i>	
5:30 - 6:00p	_____ Dinner	<i>Pick Up Box Lunch 2nd Floor</i>
	Meet and Greet for Parents of Students Enrolled in Labs	<i>Room 255</i>
	Check-in of immunization records and medications for school use (with forms) <i>Susie Leavelle</i>	<i>2nd Floor, North Landing</i>
6:00p - 8:00p	_____ Session 2: Grammar School Classroom Presentations <i>Pre-K through 6th grade Teachers</i>	

Lesson Plan Announcements: Kindergarten*Special notes, instructions, or encouragement for the week*

Math in Focus: Math lessons and math facts will be our main focus this week. We are nearing the end of our addition chapter and covering some important concepts. Please use the Teacher's Edition to work through each day's lessons. It is scripted and helps you build your child's deeper understanding of the concepts. Using the Student Workbook alone is not giving your child the strong math foundation they need for first grade. Please make note of the Best Practices that are highlighted in blue in the Teacher's Edition.

Speech Meet is next week. We are looking forward to hearing your children recite. Please send a copy of your child's piece in the blue folder so we can help the student if they need a prompt. Thank you!

Read Aloud: Poetry! We will be using [The Children's Garden of Verses](#) for our read aloud time for the next few weeks. Hopefully your child will enjoy some further exposure to these classic poems. Your children may enjoy drawing a picture after listening to a poem that creates vivid pictures in their minds. Our hope is that upon re-reading these poems, your child begins to create pictures and stories in their imagination. They may ask questions about new words and eventually be able to verbalize how the poem makes them feel or what they think it's about. Like looking at a piece of art or listening to a song, poetry becomes more enjoyable with familiarity. Think of poetry as someone who paints with words. Read 2 or 3 poems per sitting depending on the length. Also, it does help reading through the poem before you read it aloud to get the feel of the rhythm.

Enriched Lesson Plan: Third Grade Wednesday, Oct. 7 at-home activities

This plan is condensed without Bible, Family Read Aloud, and Composition.

Math

EDCC

- _____ 1. Update calendar (7, green square)
- _____ 2. Complete Clock (10:37) Ask: *How many minutes until 11 o'clock? (23 minutes)*
- _____ 3. Complete How Many Days Have We Been in School? hundreds chart (22 red dot) Ask: *When is the next orange dot? (24th day of school)*
- _____ 4. Complete the Daily Depositor by adding \$231 (top square) to \$22 (second square) making \$253 (bottom square). Ask: *Round 253 to the nearest ten. Then round 253 to the nearest hundred.*

Memory Work

- _____ 1. Practice [skip counting by 3's chant](#), [skip counting by 4's chant](#), [skip counting by 6's](#), and [skip counting by 7's chant](#)
- _____ 2. Listen to the [8's chant](#) twice. Students may follow along in the EDCC binder.
- _____ 3. Read the [Bar Model Chant](#) to your student. Then have them read it to you.

Problem of the Day

_____ Complete the following problem on the back of the math facts page.

What is the missing digit?

$$\begin{array}{r} 5, 3 \ 8 \ 2 \\ + \ 2, 4 \ _ \ 6 \\ \hline 7, 8 \ 1 \ 8 \end{array}$$

Solution:

Look at the hundreds place: $3 + 4 = 7$. However, the digit at the bottom is 8. This shows that the tens have been regrouped to 1 ten and 1 one, or 11.

$8 + _ = 11$ Therefore, the missing digit is 3. Answer: 3

Math in Focus

Chapters 4 Lesson 4.1 Day 1

- _____ 1. Co-teachers, please watch [Chapter 4 Introduction Video](#).
- _____ 2. Students correct and co-teachers reteach any concepts from Chapter 3 Test. Place back in the fun folder. [Ch. 3 Test Key](#)
- _____ 3. Teach Chapter Opener pgs. 92-93
- _____ 4. Teach Use Base-Ten Blocks and a Place-Value Chart to Find the Difference pg. 94
- _____ 5. Guided Practice pg. 95 (This does not need to be returned.)
- _____ 6. Optional: Hands-On Activity Subtract 4-Digit Number without Regrouping pg. 96
- _____ 7. Let's Practice pg. 97 (This does not need to be returned.)
- _____ 8. Complete Workbook pgs. 59-60

Math Facts

- _____ 1. Have your student complete the **Division $\div 2$** test in the fun folder. Please record their grade and time on the test. Place the completed test in the right hand pocket of the fun folder to return to class.
- _____ 2. Have your child mark their math fact recording sheet found in the back pocket of the EDCC binder. Continue to celebrate progress! Practice any missed facts.

Spelling

- _____ 1. With flashcards review all 70 phonograms. This week we will use another advanced phonogram: the 2nd sound of qu is /k/ as in conquer.
- _____ 2. Practice spelling rules found at the top of p. 106 by having the co-teacher read the rule and the child repeat the rule. Occasionally, check to see if the student can say the rule without any prompts.
- _____ 3. Have your student read their N-4 dictated words from their composition book to you. Discuss any unfamiliar words and if needed have them correct their errors. Use [Wise Guide](#) p.107 as a reference.
- _____ 4. On notebook paper, your child should write the [heading](#) and title the page “N-4 Wednesday.” They should choose at least 5 words from list N-4 and write strong, descriptive sentences with them. For example, “The fluffy white sheep was tempted to devour the bright red tomato from the garden.” They are welcome to use more than one spelling word in a sentence for their count of 5. They should underline or highlight the spelling words in the sentence.
- _____ 5. Students should write the N-4 words that they did not use in their sentences on the same sheet of notebook paper - 15 spelling words total.
- _____ 6. Co-teachers have your child correct any misspelled spelling words.

Grammar/Memory Work/First Language Lessons

- _____ 1. Practice [memory work](#).
- _____ 2. Prepare to recite, “The Land of Nod” tomorrow in class. We will use [this rubric](#).
- _____ 3. Have students complete lesson 18: “A Tragic Story.” Your student might want to follow along in his book while listening to it being read [here](#). Acting out the poem as mentioned in the Optional Follow-Up on p. 73 of the Teacher’s Guide is optional but lots of fun! Poem is on the back side of Land of Nod on the yellow pages in front of the orange folder.

Reading

- _____ 1. Have your student spend 15-20 minutes reading independently. Have them narrate back to you what they read.
- _____ 2. Daily Reading Practice (DRP): Have students complete Week 4, Wednesday. They should write a complete sentence for #10. [Week 4 Key](#)

Science

- _____ 1. Read Psalm 46 with your child.
- _____ 2. Read and discuss p. 6-8 in the *Earth Movements* reader.

History

- _____ 1. Review all history pegs, saying this week’s twice. [Pegs](#) [Cycle 3 Memory Work](#).
 - The Puritans found Boston, 1630.
- _____ 2. Practice finding map locations: Delaware, Connecticut, Rhode Island
 - Play [The Continents Song](#) and have your child identify continents on a map while he sings along quietly.
 - Play the [13 Colonies Song](#) and have your child point to the colonies as he sings.
- _____ 4. Read “[The Puritans](#).” This is very short but helps to explain the relationship between the Pilgrims and the later Puritan colonists. The settlers of Boston were generally more aristocratic than the Pilgrims, though they came for the same reason- to have freedom of worship.
- _____ 5. Ask your child to retell the story.

Providence Preparatory School *Parent Liaison*

Estimated work time: 2-4 hours per week divided between on-campus days and off-campus days, Fall and Spring. More hours will be needed during Co-teacher Training.

Qualifications

- Commitment to Providence Statement of Faith
- Commitment to classical, blended-schedule model
- Experienced teacher or co-teacher with experience in this model
- Excellent people skills
- Positive attitude

Reports to: Head of Grammar School (Primary), Head of School (Secondary).

Compensation: --- per hour

The job description of Parent Liaison will grow and change through experience. In addition or in place of duties below, the Parent Liaison may perform such other tasks and assume such other responsibilities as may be assigned by the Head of School. She will host one training session per month, one social event per month, and write an article each month that will be used either for the lamp-post or the school blog.

1. Family liaison

- a. Meet new families in person during the park event, co-teacher training, or on the first day of school gathering. Welcome them and communicate clearly how they can access help as they need it.
- b. Help plan Meet and Greet for co-teachers on the first day of school.
- c. Assist in contacting new families within the first few weeks to check on them and see how they are adjusting.
- d. The parent liaison will reach out to experienced Providence families as recommended by teachers.
- e. Correspond with parents about questions and concerns (face-to-face, email, meetings). Discern which requests need to be answered by the teacher and refer as needed.
- f. Communicate with administration regarding trends that are noticed with needs of new families.
- g. Be present at parent meetings so that relationships may be built with families.

2. Co-Teacher Trainer

- a. Help administrative staff coordinate and host new co-teacher training.
 - i. Plan and lead a training session (possibly a panel) during co-teacher training as requested.
 - ii. Help with other tasks like selling books, serving food, etc. as needed.
- b. Be aware of the core grammar school curriculum.
- c. Give input regarding potential training opportunities that would help co-teachers.

3. Co-teacher Support

- a. Plan and lead monthly Co-teacher Connect meetings to support and train co-teachers.
- b. Be available to answer questions from co-teachers after monthly meetings and serve as a reference in informal discussions and month.

- c. Write inspirational articles supporting co-teachers in their homeschooling role for lamp-post with a target of once a month.
- d. Host co-teacher coffee break appreciation events.
- e. Encourage co-teachers at any opportunity.
- f. Host preschool playdates - one each semester.

Co-teacher Training/Co-teacher Connect Workshops

Through our workshops we would like to

- inform, instruct, or equip parents regarding the topic
- build community with fellow co-teachers and faculty to foster future mentorship
- lead parents to practical application of what they have learned

We believe we can achieve these goals by

- alternating a quality presentation with
- interactive discussion and
- providing time for reflection of a personal application.

Practical thoughts:

- Keep handouts simple, focusing on your main thoughts.
- Let us know if you need help with technology or special equipment for your presentation.
- Start and release on time as a way to show respect for the attendees. Those who wish to continue the conversation can stay longer.
- We will most likely video your workshop to help parents who were not able to attend.

Liturgy for Sharing Teaching Responsibilities

Our Father and creator of community through Jesus Christ,

We praise and thank you for the fellowship we can have through this opportunity to teach together.

*We ask for the Holy Spirit to join us in partnership for your glory and the good of these students
you've thoughtfully placed in our homes and in our classrooms.*

As we teach...

Will you give insight into these children you've made in your image?

Will you help us encourage them without instilling pride?

Will you guide us to correct them while nurturing humility?

Will you build perseverance in them while keeping hope in sight?

Will you reveal gospel truths by the Holy Spirit through our studies and our actions?

As we work together...

Will you help us communicate constructively?

When we feel misunderstood or seem to act without care,

will you bring us back into fellowship quickly through mercy and grace?

You who are our Peace, make me a peacemaker. And remind me when I need reminding:

"How good and pleasant it is when God's people live together in unity!" (Psalm 133:1 NIV)

We ask these things through Christ Jesus, Amen.