

T Minus Five and Counting

Copyright 2007 by Glen Alan Woods

This form may be reproduced for ministry purposes only. It may not be altered, sold or redistributed in any media.

1. You watch, I do

a. Preparation (what happens before classtime)

i. One week in advance

1. Pray together for the class and for the kids and their families.
2. Help your trainee to understand parts and pieces of curriculum by pointing out the relationship of constituent elements to lesson path and lesson aim.
3. Demonstrate the process of molding written lesson aim and lesson path into a vibrant teaching/learning experience.
4. Identify ancillary items that will need to be procured either from resource room or through a resource request. Show trainee the process of making such a request.
5. Help trainee to understand age level needs of students and the specific needs and characteristics of students within the class, pointing out any special needs or concerns. Do not cross the line of gossip, but do give necessary information pertaining to the well-being of child and family.

ii. Day of class, before it begins.

1. Pray together for the class and for the kids and their families.
2. Point out location of resource room and process for selecting items for use in class.
3. Teach trainee the "lay of the land" of the classroom, especially if it is multi-use. Teach fire exits and location of in class resources.
4. Remind trainee of established check in/check out procedure relevant to your situation.

b. Instruction (what happens during classtime)

- i. Welcome the kids! Set the example in tone, interaction and energy. The class starts when the first child arrives, ready or not!
- ii. Execute the lesson elements. In this case the trainee should only observe and take notes. Have another person(s) be a helper.
- iii. Video tape this session and those that follow for follow up feedback and learning.
- iv. Debrief immediately following the class, after the last student leave for ten to fifteen minutes. Arrange to debrief in more depth later that day or the next day and to plan for next lesson.

2. I do, you help
 - a. This time, you continue to lead, but have trainee take active role in process.
 - b. Invite them to help directly and to interact with kids in lesson.
 - c. Invite them prepare and lead one specific activity under your supervision.
 - d. Repeat process above, particularly regarding feedback. Be encouraging and positive. Point out strengths and offer suggestions for overcoming weaknesses.
3. You do, I help
 - a. This time the trainee takes the lead role in preparing the lesson with your ready help.
 - b. Ask trainee to explain her preparation process as she carries it out. Clarify problem spots and offer suggestions for improvement along the way.
 - c. In class, take the helper role, ready to step in if any potential problems arise.
 - d. Watch video and give feedback afterward. Point out strengths and offer suggestions for overcoming weaknesses.
4. You do, I watch
 - a. Assign another helper for the trainee. Strictly observe.
 - b. Allow trainee to prepare on her own. Be available to assist if she requests it.
 - c. Allow trainee to teach lesson independent of your intervention, unless circumstances require you to step in. Do not take notes. Simply observe.
 - d. View video and offer feedback later. Be positive.
5. You do, someone else helps.
 - a. If the trainee is ready, based on both of your assessments, allow her to take the lead in the class with her helper(s).
 - b. If she is not ready, then provide additional support as necessary.