

T.E.A.C.H.
Institute & Accreditation
Association

HANDBOOK
for Home Educators

(www.teachinstitute.org)

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Dear Parents,

Teaching Effective Academics and Character at Home (TEACH) has compiled this handbook to supply necessary information to home educators who have enrolled in TEACH. This handbook will explain how the TEACH Institute comes alongside the home schooling family to help them successfully reach the academic and character goals they will have designed for each of their children.

The mission of TEACH is to assist families who have a religious conviction to train their children at home. Our service provides necessary accountability for parents who want to be under authority and receive guidance, motivation and encouragement from trained home school consultants. TEACH also gives training designed to help parents become better educators, to maintain harmony in the home, and to encourage fathers to keep their hearts turned to their children. (Mal 4:8)

TEACH exists to verify your student's academic work and stand alongside you by communicating to the educational community that your students are achieving their academic goals and are indeed receiving a quality education. This process enables your home school to *"let your light so shine before men that they may see your good works and glorify your Father in heaven."*(Mt 5:16)

We look forward to working together with you in raising up a Godly generation that is strong in character, mighty in Spirit, and is accomplished in academic excellence!

In His service,

Robert Newhouse, Executive Director
TEACH Institute and Accrediting Association
(TEACH is a 501 ©3 nonprofit corporation recognized by the state of Minnesota and is able to receive tax deductible donations.

TEACH GOVERNING STRUCTURE

TEACH is comprised of two entities: the TEACH Accrediting Association and the TEACH Institute. Even though they are separate and have distinct responsibilities, they work cooperatively so every student enrolled can receive a customized education and the assessment of that education can be communicated to the educational community in a simple, straightforward, and reliable manner. The separate and independent responsibilities of these two entities are designed to prevent conflicts of interest, thus protecting the integrity of the organization. These responsibilities are as follows...

The TEACH Accrediting Association (TAA) is recognized by the MN Nonpublic Education Council, a branch of the MN Department of Education. The TAA verifies to the educational establishment, the community, and the family, that this home school is giving their children a quality education, customized to meet their child's unique abilities and needs. When a home school is accredited, their academic records are recognized as reliable and accurate and are thereby accepted throughout the educational community, by employers, and by the branches of the military. Under Minnesota law, accredited home schools are not directly accountable to their district superintendent for their children's education but are under the TEACH umbrella of protection, accountability, and authority.

The TEACH Institute is a private school made up of home educated students who are from the home schools that have been accredited by the TEACH Accrediting Association. This association of students from accredited home schools is recognized by the College Board as a legitimate high school and has been given an official high school code, enabling student records and transcripts to be easily transferred to educational institutions of higher learning. The TEACH Institute is thus able to give their students accredited and official high school diplomas and transcripts that are as valid as those granted from other accredited public or private schools.

The Board of Directors consists of elected members who are in office for four-year terms. They establish and implement policies for the TEACH Accrediting Association and provide counsel, direction, and aid in the professional development of TEACH consultants and TEACH families in the TEACH Institute. The Board oversees TEACH to make certain it is following its own policies and positions. It is available to give counsel and direction to the organization, and to ensure financial compliance. The Board of Directors also make the final determination in resolving conflicts that may arise.

The Executive Director of TEACH has the responsibility, along with the Board of Directors, for establishing policies for the TEACH Accrediting Association and is also the Headmaster of the TEACH Institute. The Executive Director is responsible for articulating the vision of TEACH, selecting TEACH consultants, evaluating their effectiveness, and interviewing TEACH families, and overseeing their training and development.

The TEACH Accreditation Committee consists of members of the TEACH Board of Directors and TEACH consultants. They review and evaluate the accreditation material submitted by the homeschool's consultant to determine whether the homeschool complies with the TEACH standards for accreditation. This committee shall not be less than four nor more than twelve individuals. TEACH consultants who are also members of the Accreditation Committee must always recuse themselves from evaluating home schools they are personally consulting. This proviso has been established to avoid any potential conflict of interest.

TEACH Consultants are trained educators who are qualified and committed to serving families who are seeking to fulfill the academic and character goals they have established for their children. The TEACH consultant assists homeschools in preparing for and maintaining their accreditation status. They maintain individual student records for the TEACH Institute, and they provide academic and character counseling for their families. TEACH consultants are independent contractors who determine their own consulting fees and receive payment directly from their families.

PHILOSOPHY

The Role of Parents and the State in Education

TEACH believes that God has given parents the authority to decide how their children are to be educated and the responsibility to see that this education is in accordance with His unique design for each child. (Pr. 22:6)

- TEACH believes that God has given the **father** of the family the responsibility to train up his children in the way they should go. He may choose to educate them at home or delegate that responsibility to a private or a public school. Whichever way is chosen, it is the parents, and especially the father, who has the ultimate responsibility to determine the manner in which his children will receive an education. TEACH serves to assist the father in this endeavor and encourage him to keep his heart turned to his children and not be distracted from this high calling. TEACH also endeavors to turn the heart of his children to their father so they can remain under his protection and receive guidance for their lives. (Malachi 4:6)
- Home educating one's children requires an **extreme commitment** of time and resources, and can radically alter one's life style. To be successful in this endeavor, parents must have a conviction from God to educate their children at home. Knowing that God has directed them to do this, families will know they can go to Him to receive the strength and wisdom to successfully accomplish this mission.
- The **State of Minnesota** also recognizes the parents' responsibility in determining how their children will receive an education. (MN statute 120A.22 sub1) In addition, TEACH believes the State has a legitimate interest to be assured that children are receiving an education so they can become a productive member of society. Home educating parents therefore have the responsibility to *"let [their] lights so shine before men so people can see their good works and glorify their Father in heaven"* (Matt 5:16) This open communication with the school district assures the community and the district that this child is being educated. This accountability precludes any suspicion arising from a lack of communication. The school district's interest, however, does not extend into regulating the specific content of the material being studied. TEACH stands alongside our homeschools and verifies that they are giving their children a quality education.

Vision

The TEACH vision focuses on developing strong families where children receive a customized education tailored to their unique gifts and abilities. These families desire to live in harmony with one another. We encourage fathers to be the spiritual heads of their homes, mothers to be the heart of the home, helping to carry out the father's direction for the family, and children to be obediently honoring their parents and the Lord. We believe that if a family's emphasis in home education is focused primarily on the development of godly character, then academic excellence will follow as naturally as a caboose follows a train. (II Peter 1:8). Therefore, TEACH serves to aid the family in raising their children to be "Mighty in Spirit" and also mighty in intellect.

ENROLLMENT INFORMATION

Financial Information:

Application fee

New families pay this fee with their TEACH application.

Membership fee

All families pay this fee in the beginning of each year to cover expenses for the TEACH Orientation, Fall Family Festival, Storybook Lodge Retreat, TEACH Newsletter, Spring Awards Ceremony, Presidential Academic Awards, School Photo Day, Online Family Devotionals, and access to and maintenance of the TEACH website.

Tuition

(Accreditation fee is included in the tuition) Families may choose to pay their tuition in one annual payment or with a trimester payment plan. Other payment options may be requested in writing at the beginning of the year so special consideration may be given. Consultant services will not begin until initial payment of tuition has been made.

High School fee

This fee is paid for each high school student enrolled in TEACH. It covers updating high school transcripts, writing student recommendations, college and career counseling, and other activities exclusively for high school students in 9th – 12th grade.

Consultant payments

Consultants are independent contractors who set their own consulting fees with their families. Families arrange to pay these fees directly to their consultant at their consultation meetings.

Overdue payments

Failure to pay a trimester tuition payment on time will result in a \$5 late fee. Accounts that become 30 days overdue, with no written appeal, will result in notification that consulting services are pending suspension. Tuition payments that remain delinquent past 60 days will result in consultant services being suspended and accreditation placed on probationary status. If payment is not received within 30 days, accreditation status will be revoked. (*See Procedures for Non-compliance, pg 12*)

Refunds

In the event a family chooses to leave TEACH during the year, there will be no refunds of any fees paid.

Benefits of Being in TEACH:

- Families have the opportunity to receive **accreditation** from the TEACH Accrediting Association while keeping their freedom to tutor their children using methods of education that may be unfamiliar to traditional educators. This enables each child to receive a customized education that is able to address the child's unique interests and abilities without outside interference.
- TEACH provides an **accredited diploma** that is recognized as valid and legitimate by the state of Minnesota, colleges, universities, employers, and the armed forces.
- Families receive guidance from **trained consultants** who meet with them on a regular basis to help the family successfully articulate and attain their character and academic goals.
- TEACH hosts an **Awards Ceremony** whereby students receive an award for the Character Quality and Life Principle they grew most in that year.
- Parents gain skill and the knowledge to strengthen their families in the **training sessions** TEACH provides
- TEACH provides an opportunity for students to have **student photos** taken for school ID cards and the TEACH yearbook.
- TEACH hosts a **graduation commencement ceremony** for students who have completed the high school graduation requirements.
- Academic Awards are given to students who attain the criteria outlined in the **Presidential Academic Fitness Program**.
- Students from K-12th grades are given the opportunity to participate in the **Presidential Physical Fitness Program**.
- TEACH provides **annual achievement testing** with a nationally norm-referenced standardized test in conjunction with an ability test so parents can diagnose gaps in their learning and determine if their children are working up to their God given potential.
- TEACH encourages fellowship for families by arranging **ski trips and an annual winter retreat at the Storybook Lodge**.
- The **TEACH Outreach** is a newsletter designed to refocus and clarify our vision for educating our children at home. It communicates the upcoming events and any announcements to the members in TEACH.
- Each family in TEACH will receive a current **directory** with every family's name, their children's names, age, birth date, and the family home business or hobby. This enables us to support one another and arrange socialization opportunities.
- TEACH provides opportunities for families to **sell or purchase used educational materials** from other TEACH families.

Admission Process:

- Applicants shall visit the TEACH website and download the application forms. (www.TEACHinstitute.org)
- Applicants shall complete and return all application forms (including the Pastor Reference Form) to the TEACH office with the registration fee. (The address is found on the front of this handbook)
- The TEACH office will contact the family to schedule an interview.
- The TEACH executive director will interview the family and answer any questions they may have. This interview may be done in person, over the phone, or over the internet via Skype.
- No family will be denied admittance to TEACH based on race, color, or ethnic origin. (*TEACH does not discriminate on the basis of the U.S. Civil Rights Act of 1964.*)
- Upon completion of an admissions file (application, registration fee, reference forms, and an interview), the family will be officially enrolled in TEACH and a consultant will be selected.

ACCREDITATION

What is Accreditation?

Accreditation is one means of responding to the need for home educators to provide evidence of accountability and weave some thread of consistency and common commitment to quality into their individual home school without succumbing to bureaucratic centralization.

Accreditation gives assurance to the public, the students, the parents, and the educational profession that the home school does have the preconditions necessary for offering a quality educational program.

We believe having a periodic evaluation is a stimulus for improvement. Self-evaluation is an effort of the school to determine the degree to which its performance matches the objectives it has established for itself. Through TEACH accreditation, the independent home school is able to improve its educational program through cooperative evaluations done by the home educator with their TEACH consultant.

Above all else, accreditation seeks to develop better home schools for the families who choose this option for their children. It does not affirm that the homeschool is perfect in all aspects, but it does verify that the home school has the resources, leadership, and vitality needed for ongoing improvement.

The Process of Accreditation

* **Pre-Accreditation Meeting** (for first year families)

At the beginning of the school year, the first year family begins the accreditation process with its TEACH consultant in a pre-accreditation visit. At this meeting the consultant will assist the family in how to use their curriculum, help them articulate their academic and character goals, explain the accreditation process and make sure all the criteria on the Accreditation Checklist are sufficiently understood so they can be adequately completed.

(See an explanation of the Accreditation Checklist on pages 15-19)

* **On-Site Visit**

At this meeting the consultant reviews the family's Accreditation Checklist along with all the supporting material and verifies whether or not the requirements for accreditation have been met. If the requirements are not adequately supported, the consultant will articulate to the family precisely what needs to be done and work with them until they can comply with TEACH accreditation standards. Consultants will be compensated for additional meetings required to accomplish this objective.

If the consultant finds that the Accreditation Checklist is adequately supported, the consultant will submit the Accreditation Checklist along with supporting documentation to the TEACH Accreditation Committee before September 14th.

*** TEACH Accreditation Committee**

The homeschool's materials are reviewed by the Accreditation Committee, who verify whether all of the requirements for accreditation are indeed met. The consultant of the family seeking accreditation will not be allowed to participate on the Accreditation Committee for that family.

*** Accreditation Committee Assessment Options**

- a. If the Accreditation Committee determines that the requirements found on the Accreditation Checklist are sufficiently met, a certificate of accreditation will be issued to the family. The family will submit a copy of this certificate to their local superintendent of schools before Oct 1, verifying that they have attained accreditation status.
- b. If the criteria for accreditation has not been sufficiently met, the TEACH Accreditation Committee will articulate recommendations for improvement and completion. These will be written on the report and returned to the family. Their accreditation status will be stated as "pending" which will be communicated to their local district superintendent before Oct 1st.
- c. The family will address these recommendations and present changes within thirty days.
- d. Once the family addresses these recommendations, the application is again reviewed by the TEACH Accreditation Committee, who either grants accreditation status, denies it, or gives an extension of time to the family so they can come into compliance.

*** Certificate of Accreditation**

Families that have received accreditation, will be given a TEACH Accreditation Certificate. They will submit a copy of this certificate to their local superintendent along with the name, age, and address of the children they are intending to educate at home. No further information is necessary to give to the school district.

*** Ongoing Verification**

The requirements on the Accreditation Checklist must be complied with throughout the school year in order to maintain accreditation. Therefore, TEACH accredited homeschools will meet with their consultant throughout the year so this compliance can be verified. Consultants review the home school's goals and note the progress that is being made in achieving them. If during the year a family fails to comply with the requirements on the Accreditation Checklist, the procedures set in place to address non-compliance will go into effect.

*** Procedure in the Event of Non-compliance**

A. First Warning: (between family and consultant)

A first warning will be given in the event that the home school:

- a) Fails to fill out their monthly reports,
- b) Does not address the recommendations from the previous Monthly Progress Report,
- c) Fails to adhere to any of the criteria on the Accreditation Checklist.

The TEACH consultant will communicate to the family the importance of following through on their responsibilities and will expect compliance within thirty days of this first notice. These corrective steps will be written in the “Recommendations” section of the Monthly Progress Form by the consultant with a follow up at the next meeting to evaluate the recommendations made.

B. Second Warning

If this family has failed to remedy the previously stated conditions, the consultant will notify the TEACH Executive Director. The Executive Director will inform the TEACH Accreditation Committee, who will issue a warning in writing to the non-compliant home schooling family. After this warning, the consultant will again meet with the family after thirty days to determine if the family has become compliant.

C. Notice of Revoking Accreditation

If the family is still non-compliant after this meeting, the consultant will document the previous warnings and submit them to the Executive Director, who will bring this matter before the TEACH Accreditation Committee. The Committee will then send a “Letter of Revocation” by certified mail to the family stating that their accreditation status has been revoked. Copies of this letter will also be sent to their local superintendent of schools and the MN Dept of Education. Following this revocation, the consultant will no longer meet with the family for consultations.

D. Renewing of Accreditation Status:

When the homeschool is eventually able to become compliant with all of the accreditation standards, they may reapply for accreditation status. It will be the family’s responsibility to apply to the TEACH Accreditation Committee for a renewal of their accreditation status.

*** Procedure for Appeal:**

If a family disagrees with the Committee’s decision concerning the status of their accreditation, or with the reasons cited for noncompliance, the family shall have a right to appeal.

1. Upon receipt of a written warning of noncompliance, a family may challenge its status by appealing for the reversal of the decision and submitting additional information in writing to the TEACH Accreditation Committee.
2. The Board of Directors shall establish an Appeals Board who will meet within 30 days upon the receipt of the family’s letter requesting an appeal.
3. The Appeals Board shall consist of the Executive Director and two other board members from the TEACH Accreditation Committee.
4. The family requesting an appeal may personally present their case and any additional information that may be pertinent.
5. The decision of the Appeals Board shall be final. The reasons for their decision shall be sent to all the members of the Accreditation Committee and the TEACH Board of Directors within fifteen days of the date of the hearing.

THE ACCREDITATION CHECKLIST (FORM HERE)

THE ACCREDITATION CHECKLIST

1. **TEACH Application submitted**

1a. Pastoral Reference Form *(New families only)*

Give this form to your Pastor to complete and ask him to mail it to the TEACH office. This information is useful in case personal counseling services become necessary. When a family chooses to move their church membership, a new form should be filled out by the family's new pastor and mailed to the TEACH office. (The address is on the form.)

1b. Previous Student Records Requested *(New families only)*

Download a Record Release Form from the TEACH website so you can request that your child's academic records from their previous school be forwarded to the TEACH office.

2. **Educational Philosophy Statement** *(New families only)*

First year parents are to write a concise philosophy of education that will clarify their purpose, plans, and priorities in home educating their children. (for specific help in writing your Philosophy of Education, see the Appendix on page 31)

3. **TEACH Consultants**

TEACH will recommend trained consultants to the family that best meet the family's needs based on expertise, experience, personality, location, availability, and cost. TEACH consultants are independent contractors who determine their own consulting fees. Since families pay their consultant directly for their services, the final choice of a consultant is the family's decision.

4. **The father agrees to be the administrator of his homeschool and attend the TEACH Orientation.**

At the beginning of every year, TEACH fathers will renew their commitment to be the administrator of their homeschool by attending the annual TEACH Orientation and receive training to help him fulfill this responsibility. (Prov 22:6) If a father is unable to attend the meeting, he will listen to the teaching online at the TEACH website, write a summary of what he learned, and submit it to his consultant and to the TEACH office. The family's accreditation status is probationary until this responsibility is fulfilled.

5. **Parents are united regarding the education and discipline of their children.**

Parents are both united in their desire to train their children at home and understand their individual roles and responsibilities. (For further explanation on this, please see the section, "Parent Responsibilities" found on page 20.)

6. **Instructional Goals Form**

This form is designed to help you determine the spiritual, character and physical goals, as well as the work skills and community service opportunities you have for each child. Use the following information to help you determine your Spiritual and Character Goals.

Character Development

Parents are to articulate the attitudes and behaviors they would like to see each of their children grow in by choosing the specific related character qualities they would like to see developed in their children's lives this year. To assist you in filling out this section, use the Character Development Summary and the Character Definition Chart found in the Appendix of this handbook on pages 35-36.

Remember that your ultimate goal is to see heart transformation more than just behavior modification. Only Christ can change the heart of a human being. We are incapable of doing this ourselves. So, rather than encourage children to simply try harder to be good people and "follow the rules", teach them to take responsibility for their actions, words, and thoughts. Teach them to confess their transgressions to God and the people they have offended. Then direct them into the presence of God through the doorway of humility where they can receive God's grace and ask God to change them. When their desire is to remain in God's presence, He will supernaturally transform their character, oftentimes without them even being aware of it.

7. Community Service Opportunities Planned

Participating in some form of community service is required of all TEACH students. Having the opportunity to focus on meeting the needs of other people is of great benefit to your children and helps produce a tender and compassionate heart in them. Many TEACH students volunteer at nursing homes, perform local mission work to the homeless, participate in food giveaways, and have even served on the foreign mission field and used the experience to gain credit in cross cultural studies. Look for creative ways your children can let their light so shine before men so people can see their good works and glorify their Father in heaven. (Matt 5:16)

8. Choosing Curriculum

Once you have decided on the specific goals you would like your children to learn this year, determine which materials you will use to achieve those goals. Make your selections based on what will best meet your and your child's needs. Parents will have the natural tendency to teach their children the same way they were taught. We encourage parents to seek to customize their children's education by choosing curriculum that will address their child's individual needs, interests, and style of learning. Textbooks and self-paced materials may be easier to administer than a research focused method of education, but they require children to passively receive the information presented to them. These methods of education often lack the capability to motivate and stimulate children to want to learn, but they can develop organization skills needed to set a solid foundation for future learning to take place. Therefore, before a homeschool decides to experiment with a research method of education, they should first ascertain whether they have the organizational skills and the self-discipline necessary to be successful with this method of education. Textbooks and self-paced materials may prove to be helpful for a time, because they can develop these organizational skills effectively.

The process of using a research-based method of education may be gradual. As parents decide on materials to use, it is helpful to see textbooks as resources and not as the only

materials used to teach your children. Feel free to supplement the textbooks when needed, especially if your child becomes interested in a particular topic and wants to pursue it further. That is the time to put the textbook aside and enter into the discovery of learning how to learn. The initiative taken to teach oneself is extremely valuable in education. Encourage your students to be courageous and discover information from a number of different sources. Teach them to discern which information they uncover is true and which is not, and then train them to compile that information in an organized format and persuasively communicate it to others. It has been said that you really don't know something until you can teach it to others. It is in the process of teaching others that one understands the material better. As ambassadors of the Kingdom of Heaven, our children have a responsibility to communicate clearly and persuasively with excellence.

This accreditation checklist item on curriculum verifies that you have selected specific curriculum and materials to achieve the objectives you have articulated on your Goal Forms.

9. **Academic Goals Form**

This form encourages parents to document what they would like to see accomplished in each child's academic studies this year. These goals should be specific and measurable so the work can be assessed accurately.

To assist in articulating the academic goals, parents may use the table of contents from the curricula and the materials they have selected for this year's study. Additional ideas can be gleaned from the generic "Typical Course of Study: Kindergarten Through Grade 12" scope and sequence found on-line at The World Book website, www.worldbook.com/typical-course-of-study. Once you have a vision for what you would want to see your children accomplish this year, write down the objectives for each course to be studied and determine the resources you will be using in those courses. This exercise will provide clarity and vision for both you and your children, while simplifying what you would like to see accomplished academically this year.

If you are a first year family and need assistance determining the academic level of your child, you may request to have an achievement test administered at the beginning of the school year.

10. **Assessment of Student Performance**

Once the academic goals have been articulated clearly, parents must have a plan for assessing their students' performance in accomplishing their goals. By having a clear method of assessment, both parents and children will know what is required to attain mastery of the material. Students will also understand that when they do not meet their stated objectives, they will not be given any credit. (For further information on how to assess your student's academic work, see the Appendix on pages 32-34.)

11. Instructional Calendar

Every home school is unique and should make a calendar that will work for their family. The current Instructional Calendar form can be obtained from their consultant or downloaded from the TEACH website. The school calendar must include at least 175 days, and parents are to circle each of the dates their school will be in session. Parents are to make their academic closing date on or before June 15th, after which their consultant will file their academic records in the TEACH office. Families who decide to educate their children beyond June 15th should ask their consultant for an extension and determine the closing date together.

12. Weekly Schedule

The Weekly Schedule form is used to detail how the annual goals are going to be met on a daily basis. By creating an hourly schedule, the student will understand how much work will have to be accomplished each day in order to complete the goals for each subject by the end of the school year. High school students not using a traditional textbook course must keep record of the hours studied in order to verify credits earned. One high school credit is the equivalent to one hundred twenty hours of instruction or the completion of a specific high school course of study. (See the section on requirements for TEACH Graduation Standards found on page 28 of this handbook.)

13. Family agrees to the required meetings with their consultant

First year families are to meet with their consultant monthly (a minimum of ten times per year). Alumni families who have demonstrated that they need minimal supervision and have their consultant's approval may meet quarterly (five times per year).

14. Academic Records Maintained

Parents agree to complete the Academic Progress Summary prior to the scheduled consultant visit. This periodic self-study is an opportunity to reflect on whether sufficient progress is being made in achieving your goals. (For detailed information on how to complete this form, see the Academic section of this handbook, page 25.)

15. Achievement Testing

TEACH students are required to take a norm-referenced standardized achievement test every other year beginning with the 3rd grade. TEACH consultants administer the Stanford Achievement Test in conjunction with the Otis Lennon School Ability Test in a group setting every spring. These specific tests give parents the opportunity to see if their children are working up to their God-given potential or not. TEACH uses these tests to diagnose if there are any gaps in the student's academic progress and then helps parents to develop a strategy to fill in those gaps so their children can work up to their ability level. First year families enrolled in TEACH test all their children in 3rd – 11th gr. to establish a benchmark for growth. There is a testing fee charged to cover administration, scoring, and distributing of the tests results. We encourage TEACH consultants to be available to help administer the test in the spring. They will be compensated for their time.

Homeschools with students in high school may use the PSAT, PLAN, ACT or SAT college entrance exams to take the place of the required TEACH achievement test. Make sure the results of these tests get placed in the student's academic file.

16. Physical Environment

Since the home is the student's "classroom," it is necessary that it is orderly, has sufficient lighting, and is conducive for education to take place. Disorder produces confusion and hinders effective learning. Therefore please make sure your home is neat, clean, and in order when your consultant comes to visit. Train your children at a young age to take responsibility for their own personal areas and to keep them neat and orderly.

17. Protocols for Emergency Procedures

Parents will develop protocols for various emergency procedures they would like their family to follow if an emergency arises in the home. Fire, tornado, and other emergency evacuation drills serve to inform the family members of precautionary procedures to follow for the safety of all involved. Such drills are serious and necessary, and they require prompt and obedient response from the entire family. Parents should also design a list of emergency contacts and teach all family members how to get necessary help should an emergency arise. Children should also be specifically taught how to protect themselves when they are in a personally threatening and dangerous situation.

18. Community Resources

Students should be familiar with the community resources that can augment their education. Libraries offer a wonderful opportunity to do research and learn the newest technology. Libraries offer classes on how to use the resources they offer. Take advantage of them but, be cautious of what your children are reading and viewing while there. Not all information is worth learning and some information can defile the unguarded mind.

19. Immunization Records

Minnesota law requires that immunization records be submitted to the superintendent of one's local school district. (MN Statute 121A.15, sub.8) It is the parent's responsibility to adhere to this law. If parents conscientiously object to having their children immunized, then they should write a letter stating that and submit that letter to their local superintendent. (MN Statute 121A.15 sub.3(d)) TEACH does not keep immunization records on file, so the family should verify compliance with this law by showing a copy of their immunization records or a copy of the letter they sent to their district superintendent to their consultant.

20. Parents have read the TEACH Handbook

Familiarize yourself with the vision of TEACH and the policies found in this handbook so that you will understand what to expect and so that we will be able to serve you better.

RESPONSIBILITIES

Parent Responsibilities

Fathers enrolled in TEACH agree to take seriously their God-given responsibility to train up their children in the way they should go. Since most fathers are already spending the majority of their time providing for and protecting their families, many quickly discover that they don't have the time to fulfill their responsibility to also train up their children. Rather than ignore this responsibility and let his wife pick up that responsibility, a wise father will see himself as an administrator and humbly ask his wife to help him fulfill this obligation. In this role she is fulfilling the Biblical mandate of a wife being her husband's "*help meet*," (Gen 2:18) and helping him meet his God-given responsibilities. (Gen 2:18) Her motivation is to help her husband be successful in his responsibilities and not take on the responsibility herself. This way she is able to educate her children yet remain free from the pressure of the responsibility. As the administrator, her husband is still accountable for the education of his children, much like a principal is responsible for the education of the children in his school.

A principal makes sure that his teachers have all the materials they need to train the children to the best of their ability. He makes sure the environment is taken care of and that everyone in the school works in harmony. If children misbehave, they are sent to the principal's office where he can administer discipline and restore peace. As teachers submit their lesson plans to their principal for approval, in the same manner a wife will show her husband her lesson plans and what she intends to teach their children. This allows the father to give input into what the children are learning and enables the father to stay involved. Now, the father is able to intelligently ask his children specific questions about their schoolwork and hold them accountable for doing their best work. As the father is able to keep his fingers on the pulse of the children's education, the children will rest assured that their father's heart is turned toward them, and they will seek for his approval. It is critical that children know that their father is actively paying attention to them. This process protects children from the pain of feeling personally rejected through perceived neglect, and gives them the assurance and security of knowing that their father is directly involved in training them and guiding their lives.

Understanding these distinct roles between a husband and wife will help to create a real and lasting harmony in the home that will be a great benefit to everyone in the family and will set an example for generations to come.

Missed Meeting Policy

Because consultants have to schedule their meetings months in advance, and because their schedules get filled up very quickly, families should make every attempt to make their scheduled appointment. If a family misses a planned meeting, that family will have to reschedule the meeting at the consultant's convenience. The consultant may require a monetary compensation due to the loss of the consultant's time. Families who repeatedly change agreed upon meeting dates so they miss the required number of meetings, are in danger of having their accreditation status revoked. (*See the Procedures for Non-compliance on page 12*)

Preparation for a Consultant Meeting

- * Prior to the consultant visit, the family should conduct a self-study using the Character and Academic Progress Forms. Self-evaluation is a process to determine how well the home educator's academic and character objectives are being met. The family writes down the most important strengths and limitations in their program.
- * The consultant discusses the findings of the self-study with the family. They will examine the work accomplished and determine the degree to which the performance matches the prime objectives established by the home school. The consultant conducts the evaluation within the framework of the home school's own expectations rather than impose on them their own educational philosophy. However, the consultant will make an independent assessment of the school's strengths and weaknesses and attempt to arrive at a joint agreement considering the parent's assessment of their own strengths and weaknesses.
- * The consultant will offer recommendations for the improvement of the school's program, and when the consultant and family agree, they will begin to implement those recommendations. It is assumed that some recommendations can be accomplished immediately, while others may require additional planning and resources.

Student Responsibilities

Our desire for the students in TEACH is that they would walk as children of Light and as ambassadors of God's heavenly kingdom. Students are expected to desire to demonstrate Godly attitudes and behavior, accept responsibility for their actions, and repent of behavior that does not correspond to Godliness. God expects us all to have humble hearts that will withhold nothing from Him. A heart that is right towards God would be exemplified in the following ways...

- * Students are expected to address all adults respectfully.
- * Be attentive when one in authority is talking.
- * Dress neatly and modestly at TEACH functions.
- * Be considerate and kind to others through words and actions.
- * Learn to have a shepherd's heart and tenderly care for younger siblings.
- * Sense a responsibility for Christ's reputation and be a godly role model.
- * Cheating, especially in the form of plagiarism, undermines the philosophy of TEACH and will result in a "0" for the assignment. Plagiarism is any attempt to pass off the ideas and/or writings of another as one's own work.
- * Be willing to "stand alone" if necessary, and do what is right.
- * Be willing to share with others what God has spoken in your interactions with Him. Let's train our children to speak truth boldly.
- * The use of impure language and immoral behavior that is contrary to Christian morals will not be tolerated.
- * Take turns and consider others before yourself.

Dress Code Guidelines

Scripture commands God's children to, "*let your light so shine before men, that they may see your good works and glorify your Father which is in heaven.*" (Mt 5:16) Part of those "good works" would be that we would dress in such a way that it would not cause people's attention to be drawn to our clothing, but rather be directed to our countenance. We would like students in TEACH to focus on the deeper matters of the heart when they interact with one another, rather than be distracted or intimidated by one's physical appearance and attempts to be fashionable. Therefore, we ask that TEACH students wear modest clothing and refrain from wearing passing worldly fashions that are designed to bring attention to self. We also ask that students be neat and clean at all times, including men being clean-shaven and refraining from the extremes of long hairstyles or shaved heads. It also would include coloring of the hair in unnatural colors. We encourage students to model the verse, "*Ye were sometimes darkness, but now are you light in the Lord: walk as children of light.*" (Eph 5:8)

Student Discipline Policy

Cheating, especially in the form of plagiarism, is dishonest and will result in a "0%" for the assignment. Plagiarism is a form of stealing and is defined as any attempt to pass off the ideas and/or writings of another as one's own work.

If a student in a group setting is behaving disruptively towards those in authority or towards other students, and is not being receptive to simple loving admonition from a nearby parent, the parent of the child should immediately be notified of the child's offensive behavior and the child shall be removed from that group setting. If offenses were made and apologies are in order, the offending student should go to those offended and ask for forgiveness for his/her behavior. This should be done at an appropriate time and before the child is allowed back into the group. If this child becomes persistently disruptive and is unwilling to learn how to relate peaceably with others, his/her father will be notified and they will determine appropriate steps to take for reconciliation. TEACH expects that its students have a willingness and the humility to learn to cooperate in a group setting.

These rules and responsibilities are established to assist our students in their journey as children of God. We do not expect perfection, but we do expect our students to desire to be Christ-like in all of their interactions. We expect a firm and appropriate response to inappropriate behavior.

Jesus said, "*Honour thy father and mother: and, He that curseth father or mother, let him die the death.*" (Matt 15:4) Jesus was referring to Moses' command in Exodus 21:17 where the word "honor" in Hebrew means "to treat one's words as weighty, to revere". Here, the word "curse" means, "to be lightly esteemed, of little account, to make light of." Students in TEACH are expected to honor their mother and father at all times and treat the words of their parents respectfully as having great significance to them. Cursing one's parents simply means to treat their opinion lightly, as having no significance. We see this as a serious offence, worthy of disciplinary action.

Teenager Commitments

To be accepted into TEACH, a teenager will have to agree to the TEACH Statement of Faith, and will write a statement promising that he/she will refrain from partaking in alcohol, tobacco, or illegal drugs at any time and will honor his parents. Violation of this agreement will result in expulsion from TEACH. Teenagers who dishonor or “curse” their parents, without showing any signs of remorse or repentance, will also be expelled from the TEACH Institute.

TEACH Consultant Responsibilities

A TEACH consultant is someone who is led by God to work with families who are home educating their children in TEACH. Consultants have demonstrated to be effective home educators themselves and are committed to demonstrate the highest degree of professionalism and commitment to academic standards of excellence. TEACH consultants receive ongoing training in home tutoring methods, curriculum selection, and Christian home education philosophy.

Summary of a Consultant’s Responsibilities.

- * Pre-accreditation visit(s) for first year families: (Before school starts)
 - Meet with new families and assist them with curriculum selection
 - Help family to articulate their academic and character goals
 - Explain the accreditation requirements and process.
- * On-Site Accreditation Meeting:
 - Verify that all requirements for accreditation have been met.
 - Submit the results of this accreditation visit, along with supporting documentation to the TEACH Accreditation Committee.
- * Give the family their Accreditation Certificate, or work with them to comply to accreditation standards so they can receive their Accreditation Certificate.
- * Monthly/ Quarterly Consultant Meetings to Monitor Accreditation:
 - Verify ongoing progress and review the Character Progress Summary, Academic Progress Summary, and lesson plans.
 - Review each student’s academic work during each visit and encourage and challenge the students to work up to their potential.
 - Diagnose learning, behavioral, and attitude problems.
 - Assist parents to evaluate and assess their children’s academic work.
 - Articulate the student’s strengths and also the limitations that may be hindering the student from meeting their academic objectives.
 - Agree on written recommendations in areas that are limiting progress
 - Assist parents to review and modify their goals when needed.
- * Explain the results of the student’s achievement test to the parents.
 - From the test results, diagnose gaps in the student’s learning.
 - Give advice to modify the student’s goals, curriculum or schedule.
- * Update student files and high school transcripts every semester.
 - Annually transfer monthly assessments to their permanent record.
- * Pray for your family regularly

The TEACH Consultant's Vision

The goal of a TEACH consultant is to assist their family to articulate the God-given goals they have for their children and work with them to attain the goals they have set. The consultant verifies ongoing progress and becomes a motivator and an encourager to the family. Consultants motivate children by giving them an honest outside opinion of their academic work and by holding children accountable for their character development. The consultant becomes an extra source of strength to the parents, reaffirming to the children their parent's dreams and vision for their lives and encouraging them to reach their God-given potential. This is turning the hearts of children to their fathers so they will be able to recognize God's voice directing their lives and they will learn to make wise decisions

ACADEMIC INFORMATION

TEACH encourages families to develop a rigorous program of academic study including phonics training, computer skills, literature, math, science, social studies, and English grammar and composition. A formal study of the Bible is also expected. TEACH also encourages opportunities for public speaking to help students develop confidence and poise when speaking before a group.

Academic Progress Summary

Parents agree they (or their older children) will complete the Academic Progress Form prior to the scheduled consultant visit. The heading of the form needs to be filled out, including the number of days the school was in session during this reporting period and the total number of days the school has been in session thus far in the school year.

The form includes the following sections:

MATERIALS USED/PAGES COVERED:

This section should include the textbooks or materials used, and the pages and/or chapters completed during the reporting period.

CONCEPTS:

The Concepts section of this form is filled in when a textbook is not being used or when supplemental materials have been used. Write in this section the themes and concepts that were studied during this reporting period.

EVALUATION:

Evaluate your child's work for this reporting period by referring to the Evaluation Terminology box in the lower right corner of this form along with the information on how to Assess Student Performance found on page 32-34 in the Appendix of this handbook.

Special Skills:

This subsection of the form records the subjects not included in the specific subjects listed. Subjects such as: home economics, life skills, apprenticeship opportunities, foreign language, cross-cultural mission experiences or other electives should be included here.

SELF EVALUATION:

The bottom section of the Academic Progress Form is the ongoing accreditation format for the meeting. This is the "self-evaluation" and is to be filled out prior to the meeting.

Strengths: This area should have something written to encourage the child and to note positive steps of growth in the child's development. The consultant can add to that section the strengths they notice.

Limitations: The parents should list in this section the areas that need improvement. A "limitation" is anything that is hindering the child from progressing and is preventing them from meeting their goals for the year. The consultant may also add comments to this section.

Recommendations: This section is where the consultant writes down the recommendations that both the consultant and the parents have agreed should be addressed during the next reporting period. These recommendations are to give specific focus on turning limitations into strengths, so the child will be able to achieve his or her annual goals.

Research Paper Emphasis

We live in an Information Age where the amount of information at our disposal has become staggering. There is just too much to continue to use the old paradigm of education and try to cram as much information into a student's minds and call them educated. Instead, we believe that children should be taught the basic academic skills to not only become productive members of society, but use those skills to learn how to teach themselves. We want to cultivate a child's motivation to develop a wholesome and healthy curiosity in them. We want to encourage them to ask questions and have the skills to be able to know where to seek for information and find the answers to those questions. We encourage every child in TEACH to be able to research a topic, find information from a number of different sources, discern which is accurate, compile that information, and record it and communicate it effectively in a variety of different formats.

We are training our children to become ambassadors of the Kingdom of Heaven, Therefore it is imperative that they develop effective communication skills so that they can clearly and persuasively communicate the message of hope and light that God wants them to communicate to a dark and fallen world. It is for this reason that TEACH strongly encourages all of our students to write an annual research paper, the length of which is determined by the student's grade. For example if a child is in the 5th grade, he should write five pages of research, complete with correct documentation and bibliography.

Individual Education Plans (I.E.P.)

Students who are taking much longer than the average student to progress through grade level subject material should have an Individualized Education Plan (IEP) written for them. This plan customizes the child's training to match their ability level while still challenging them to work up to their potential mental capacity. An IEP should ideally be a collaborative effort between the family and the consultant. In certain circumstances a Special Education professional could also be consulted.

In one sense, all home tutored students receive an IEP by writing their personally customized academic goals before the year begins. All TEACH students are encouraged to be individually tutored so they may achieve their full academic potential at the speed with which they are capable of learning.

Apprenticeship Opportunities

TEACH high school students are encouraged to experience a "hands-on" approach to education by entering into apprenticeship programs in the field of their choice when available. You are encouraged to find a godly person in the field of their interest who is willing to give your children the opportunity to work alongside them and teach them certain skills in their occupation. This gives your child the opportunity to experience what a day is like for a person of this profession and to see if they would like to obtain further education in this field of study. TEACH will assist you in communicating this vision to these tutors and supply forms they can use to evaluate your child's progress so they may receive high school credit.

Post-Secondary Education Options

Some mature TEACH students have chosen to take college courses in their junior and senior years using the Post-secondary Educational Options Program. (PSEO) At this time, TEACH students can enroll in PSEO directly with the college of their choice and TEACH will provide the necessary transcript for admittance. Students attend only the classes they choose to attend and complete their remaining high school courses at home. TEACH recognizes this option and will translate and give appropriate high school credit for these courses on their high school transcript. Even though some students may take a full course load at college through PSEO, it is TEACH policy that at least one class every semester is still taught at home.

Caution should be exercised when considering this option. Only mature students who are able to stand alone when necessary should be enrolled in PSEO courses. Sometimes students are introduced to defiling information in an environment hostile to Christian principles. Students should enroll in PSEO only if they are willing to see the college as a mission and be a Godly influence to the students and teachers in their classes.

TEACH GRADUATION STANDARDS

Students desiring to graduate from high school in the TEACH Institute must obtain the minimum number of credits in each of the subject areas listed below. A Carnegie unit of credit is defined as 120 hours of instruction in a particular course of study at high school level, (45 minutes/ day, 5 days a week for the entire school year), or the completion of a traditional academic textbook course that is worth one high school credit. It is the responsibility of the TEACH students, parents, and their consultant to work together to make sure the required high school credits are obtained before the student graduates. Students who are planning to graduate must have their consultant inform the TEACH office in the beginning of the school year so final credits can be verified.

TEACH Institute High School Graduation Requirements

Language Arts: (Course subjects: Composition, Grammar, Literature, Research, Debate, Speech)	4 credits (480 hr)
Math: (must include one credit of Algebra)	3 credits (360 hr)
Social Studies: (Course subjects: US history, World History, Civics, Geography, Current events, Economics, Psychology)	4 credits (480 hr)
Science: (must include one credit of Biology)	3 credits (360 hr)
Physical Education	1.5 credits (180 hr)
Health	.5 credit (60 hr)
Fine Arts	1 credit (120 hr)
Bible study (One credit should include reading through the Bible)	4 credits (480 hr)
Electives	3 credits (360 hr)

Total: 24 credits

TEACH Accredited Diploma

An accredited TEACH diploma will be presented to each graduating student who has earned the required credits for high school graduation, which have been verified by their TEACH consultant.

Commencement Ceremony

TEACH has an annual commencement ceremony where students formally have their diploma presented to them. This ceremony is planned by the graduates, their parents, and the TEACH Executive Director. Participation in this ceremony is optional and the costs are to be paid by the participating families. Those students choosing to not participate in the graduation ceremony will pay postage to have their diploma sent to them once the required credits are confirmed.

Early Graduation Policy

TEACH encourages students to take four full years to complete their high school credits and graduate. However, students who are accelerated and have completed all of the TEACH course requirements at the high school level in less than four years, may request an early graduation from high school. Based on the consultant's verification of the credits earned, and the parents consent, a TEACH diploma will be awarded to those students.

Special Education Diploma

Students with special education needs may not graduate before four years of high school. Their high school credits will be based on the accomplishing of a written Individual Educational Plan (IEP). Once the IEP is completed and the family feels their child is prepared to graduate from high school, this student can then participate in the commencement ceremony and receive a high school diploma. The student's high school transcript will list the academic level of the courses not taken at a high school level.

Verifying High School Credits for New TEACH Students

Home educated students who enroll in TEACH in the 10th or 11th grade must have their previous highschool academic work done at home verified by a team of two TEACH consultants who will verify that the amount of work completed was worth the requested credits. The granting of credits will be at the sole discretion of the consultants. Their findings may be appealed to the TEACH Director, who will make the final decision. There are fees for this service, to be made payable to the TEACH Institute and to the verifying consultants at their hourly rate.

TEACH RECOMMENDED ACTIVITIES

Photo Day

At the beginning of the school year, during the TEACH Orientation, a professional school photographer is available to take your child's school pictures. Each family pays for the photo package they desire and can choose to receive a student ID card. All students can have their photo taken for free so it can be in the TEACH yearbook published in the spring.

TEACH Character Awards Ceremony

Every spring TEACH has an Awards Ceremony, whereby every student in TEACH receives a certificate for the Character Quality and Life Principle they grew most in that year. There is also recognition of academic achievement and other awards the students have received throughout the year. This is one of the highlights of the year as we take the opportunity to look back on all that God has accomplished in our families and remind ourselves what His priorities are as we train our children for Him.

Presidential Academic Excellence Awards

This award is given to students who attain academic excellence in their all their schoolwork and who are able to show this excellence by attaining minimum scores of 80% in the complete battery of tests on the Standardized Achievement Test taken in the spring.

Presidential Physical Fitness Award

These physical fitness tests are available for all TEACH students who want to participate in them. The tests include sit-ups, pull-ups, a stretch test, "shuttle" run, and the mile run. Students who attain 80% in all these tests will receive the Presidential Award for Physical Fitness.

Winter Retreat and Ski Trips

TEACH families have a tradition of going to the Storybook Lodge in northern Minnesota every winter. This is a time where like-minded families can get away from the busyness of life and socialize together as families. It is a great time of fellowship, encouragement, and support. On the last day of the retreat, TEACH families go skiing at a nearby ski resort. Because TEACH is classified as a school, we are able to receive significant discounts making the family outing affordable.

Used Materials Exchange

TEACH offers opportunities for families to sell their used academic curriculum to other TEACH families. This is usually held in conjunction with our Spring Awards Night. We have also advertised used materials on the TEACH website and via email.

IBLP Seminar

The Institute in Basic Life Principles Seminar is recommended for all new and alumni families. It provides strong Scripturally based training for success in home education and life, by learning to apply godly Principles to every area of life. IBLP provides this service online. Contact them at (630) 323-9800 or, visit them on the web at, www.iblp.org

APPENDIX

Developing A Philosophy of Education

Use the following questions as a catalyst to help develop your personal vision for home education

Authority and Responsibility:

- Who owns our children?
- Who is in authority over us and our children?
- What are our concerns regarding the education of our children?
- What are our responsibilities as parents to our children?
- Who is ultimately responsible for the education of our children?

Goals:

- What is the role of knowledge in our children's lives?
- What knowledge is necessary (worthy) for our children?
- Which is more important--exposure to many things or the mastery of a few?
- What character qualities should we teach our children?
- What role does Scripture take in home-education?
- What should be the role of socialization?

Methods

- How do children learn?
- What times of day are best for educating our children?
- Where should education take place?
- What methods should be used?
- What principles should guide the choices of our curriculum?
- What should be the role of incentives and rewards?

Discipline and the Environment

- What is the goal of discipline?
- What role should discipline play in the learning environment?
- How does the environment affect the ability of a child to concentrate?

Evaluation

- How will we evaluate our children's learning?
- Who should evaluate our children's progress?
- How frequently should evaluation take place?

Assessing Student Performance

In order to administer any good assessment, you must have a clearly defined objective of what you want to assess. Therefore, you must ask yourself several important questions:

- What concept, skill, or knowledge do I want my students to know in this subject?
- At what level do I expect my students to be performing?
- What type of knowledge is being assessed: memory, reasoning, or a process?

Concepts, skills or knowledge:

Determine your goals and objectives for each subject. What do you want your student to learn about this subject? If you are using a traditional textbook, be certain to review the table of contents. Although a textbook may prove to be very useful and easy to use, please note that some textbooks may include too much, or inappropriate information, or it may not fit your needs exactly. Determine beforehand what you would like your student to learn in the textbook.

If you are not using a traditional textbook, then articulate the skills or performance level you desire your children to attain in this subject. For instance, in order to determine the objectives of a physical education course, first decide if you want to have cardio vascular and endurance objectives, or do you want them to develop strength? Perhaps you would instead rather that they develop a specific physical skill. Articulate beforehand exactly what objectives you would like to develop. Then you can determine at what level you expect them to perform and how you will assess their performance.

The next step in assessing performance will be to determine what type of knowledge you will be assessing. Let's examine three types of knowledge you may assess.

1. **Memory:** Do you want your student to simply recite back to you the correct answers? Most traditional tests weigh this type of knowledge heavily. It's very black and white and easy to determine how many right answers they had in relation to the number of wrong answers they gave. Using this approach will yield a percentage by which you can determine a grade. You should decide beforehand how much weight their daily work counts in relation to a test. Some teachers only count test results in determining a grade. Others count daily work half the score and tests the other half. Still, other tutors don't test their students at all but determine their grade through their daily interactions. But memory knowledge doesn't have to be the only method of assessing. You may want to also take other aspects into your evaluation; such as reasoning and the process of learning.

2. **Reasoning:** When your students answer questions or write an essay, do they think about what they are learning? Are they mentally engaged in linking information that they are learning to what they already know? Do they ponder and reflect on the information and apply it to their own life? Are they putting forth effort to understand the material, or are they doing as little as possible just to pass the course? If reasoning is important to you and appropriate for the age of your students, then determine how much weight this knowledge will have in your student's assessment. What percentage of your assessment will reasoning have in the child's grade for the course? You can determine this through personal interaction with them and how thoroughly they write their answers to the questions at the end of the chapter. One of the most beneficial opportunities to show reasoning ability is in written essays and research papers. An example of assessing written work is found in the appendix of this handbook.

3. **Process:** Another aspect of knowledge you may want to assess is the process of learning. Is the student engaged and putting forth their best effort to learn? Are they organized in their process of learning? Can they break down large objectives into small daily tasks? Is their written work neat and orderly? Are they able to focus their attention to the task at hand, or does their mind wander and they become distracted? Do they put forth effort into subjects that they do not have a natural interest? How much weight do you want the process of learning to be included in their evaluation? Determine which processes are to be included in the objectives for the course, and decide how much weight they will receive in your evaluation.

You may wish to allow your students to participate in this process of defining the objectives they should know in this subject. Ask your students to name the elements of the task that they would use to determine how successfully it was completed. Having clearly defined criteria will make it easier for you and them to remain objective. When your students are involved in the process of determining the criteria for a course, they will know exactly what is expected of them. They will be learning how to set their own goals and will be much more motivated to achieving those objectives, rather than having someone else's objectives be imposed on them.

Methods of Assessment:

There are several methods you can use to determine the degree to which your student has been successful or unsuccessful in meeting their objectives. One approach that is very popular in the field of education today, is to create rubrics. A rubric is a rating system that is used to determine the level at which a student is able to perform a task or display knowledge of a concept. With rubrics, you can define the different levels of proficiency. By using your objectives, a rubric would specifically articulate the grade a student would receive based on the level they performed their task.

Other Methods of Assessment:

- *Checklist Approach:* When you use this method, you have to itemize the objectives specifically you would like to see achieved and then you only have to indicate whether or not these certain elements are present in their performance.
- *Rating Scale Approach:* When teachers use this, they indicate to what degree the standards were met. Some teachers will use a numerical scale. For instance, one teacher may rate each criterion on a scale of one to five with one meaning "skill barely present" and five meaning "skill extremely well executed." Or you can decide on a percentage of points that skill will carry and add up the points to determine a grade based on the percentage chart found at the end of this section.
- *Narrative/Anecdotal Approach:* When teachers use this, they will write narrative reports of what was done during each of the performances. From these reports, teachers can determine how well their students met their standards.

While it is a standard procedure for teachers to assess students' performances, you may wish to allow students to assess them themselves. We do that especially on the Character Development Summary

Assessing Student Research and Writing

Character Development Summary

Character Definition Chart (IBLP)

Academic Progress Summary

Weekly Schedule Sample? (filled out)
(Do we need to include this?)

STATEMENT OF FAITH

We ask that parents be committed to the Lord Jesus Christ and confess Him as Savior and Lord. They must be willing to sign the following statement of faith:

- (1) We believe the Bible to be the inspired, the only infallible, authoritative Word of God, inerrant in the original manuscripts. We believe the inerrancy of Scripture embraces not only religious truth, but also the Bible's scientific, historical, and literary features.
- (2) We believe there is only one God, eternally existent in three persons: Father, Son and Holy Spirit.
- (3) We believe Creation is an act of God, and not the result of evolution, theistic or otherwise. (This has no reference to changes within the species as defined in Genesis 1)
- (4) We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His Ascension to the right hand of the Father, and His personal return to power and glory.
- (5) We believe that for the salvation of lost sinful man, regeneration by the Holy Spirit is absolutely essential.
- (6) We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a Godly life.
- (7) We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
- (8) We believe in the spiritual unity of believers in our Lord Jesus Christ.

Key Verse

“But ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should shew forth the praises of him who hath called you out of darkness into His marvelous light.” I Peter 2:9

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