

# Course Description

## For

### Tech Leader Community

#### Major Concepts/Content:

---

The TLC class merges learning computer technologies with teaching others those technologies to advance the learning of both students. Students collaboratively study and learn software packages and computer skills while learning how to train others. In addition to raising the technological knowledge of the school community, TLC students examine their own roles and increasing their learning abilities in all other classes.

#### Major Evaluative Techniques:

---

Students will create their own assessment rubrics and goals. Doing so enables them to set learning objectives and have a clear understanding of what is expected of them. They do this individually with the teacher. The students will also be graded on completion of tasks, participation, and take-home essays that reflect what the student has learned at different points in the semester.

Assessment will be based on:

- How well they learned to identify, analyze, and improve their teaching abilities through their video and writing work. This will be based on survey and writing assignments, comparison of pre/post surveys, and essay writing.
- How well their mentees learned the technology material. Teachers and other mentees are asked in survey form to assess their experiences with the TLC students. The TLC student assesses himself and a combination of this data describes how the student performed.
- The degree in which a student's technological knowledge improved.

The TLC teacher, along with the student, will examine the pre/post surveys and determine how much of the technological knowledge the student learned. Students are expected to attain a high level of competence in one or two applications, rather than learning only a little about as many applications as possible.

#### Essential Objectives:

---

Upon completion of the course, students should be able to:

- Demonstrate how teaching others enhances one's own learning abilities and styles, in any subject.
- Demonstrate technological competency on at least one application. Competency is defined as thorough knowledge of the program, fluency with operation, and ability to explore with the tool.
- Design a teaching unit or activity, including an assessment piece about a specific software or technological application.
- Demonstrate growth in communicative, developmental and social areas. For example, students learn how to become articulate, develop confidence to communicate clearly with adults and youngsters, become methodical in their learning styles, attain a very high degree of responsibility.
- Demonstrate that work of this nature is directly tied to real-world workplace skills.

## **Late Work**

Late work will be accepted for one (1) week past the due date. Work will lose 10 points per day for each day late. Students should make every effort to turn work in on time, however if a situation is presented where by the student needs additional time, they should avail themselves of their Seminar for the extra help and the time to work on the assignment.

## **Grading Policy**

Grading will be based on the degree of accuracy obtained and control skill level, and all grade will be of equal value.

The following grading categories will be used:

- A) Participation 25%
  - B) Rubric Construction 25%
  - C) Software Mastery 25%
  - D) Training Work 25%
- 
- 1) Participation and Attention to Task (A weekly grade)
  - 2) Software Mastery
    - a. Microsoft Word
    - b. Word Search for Correction and Replacement
    - c. Type Face
    - d. Page Borders
    - e. Background
    - f. First Line Indent
    - g. Microsoft PowerPoint
    - h. Story Board Development (developing a good story in graphic form)
    - i. Introductory slides (to introduce to viewer and capture their attention)
    - j. Control of words (limiting the number per slide)
    - k. Use of Pictures/ClipArt to tell story
    - l. Slide Transitions (these should be used to enhance presentation only)
    - m. Slide Animations (these should be used to enhance presentation only)
    - n. Credit slides
  - 3) Rubric Construction
    - a. Rubric Design (type and style)
    - b. Ease of use
    - c. Accuracy of Design
  - 4) Training Work
    - a. Lesson Plan
    - b. Lesson Delivery
    - c. Interaction with students

## **Classroom Management**

All classroom situations run best if there are clearly defined rules, expectations, and consequences. The students have been actively engaged in defining the rules they believe their particular class setting should be run by.

Parent involvement is critical to student success and as such has been incorporated into the management plan fully. The rules and consequences are in compliance with stated school rules on pages 15 to 32 of the handbook.

1. First Offense; Student will be corrected by the teacher
2. Second Offense: Student will be counseled by teacher
3. Third Offense; Student will be reprimanded by the teacher and may have their seat changed. Parent contacted by Email, Phone Call, Note in Agenda Book.
4. Fourth Offense: Student will be assigned a lunch detention, and parent again contacted by Email, Phone Call, Note in Agenda Book
5. Fifth Offense: Student will be referred to the principal's office.

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

**TLC**  
**Classroom Rules**

1. Respect Others
2. Do Not Interrupt Others while they are speaking
3. Come Prepared for Class
4. Work only on assigned computer programs