

# CLASSICAL CHRISTIAN SCHOOLS INTERNSHIP MANUAL

**Introduction:** The purpose of this manual is to give an overview of the academic requirements for the Classical Christian Schools Internship Program. A fourfold emphasis, listed below, is expected of each student for the successful completion of this internship.

## Four academic requirements of the internship

1. Journal
2. Mentor teacher's evaluation
3. Reflective essay
4. Readings (see attached list)

1. You are expected to keep a journal of your experience. This should ideally be done on a daily basis throughout the internship. The journal entries should include work assignments, meetings, observations, and any other activity related to your duties and responsibilities. You should try to observe all levels of teaching at the school – focusing on aspects of trivium-based content and pedagogy. You might lead a discussion or a seminar, give a chapel talk, and/or teach a lesson or a small unit.

The journal may be hand written or typed. Only first names of individuals included in the journal are to be mentioned. Last names are to be omitted for purposes of confidentiality.

Be honest in your feelings as you write. You will want to be able to see how much you have grown throughout your experience. I am not concerned with the journal being formal but honest and forthright.

2. Since you will be working in a school setting, you will have a mentor teacher who will be able to evaluate what you have accomplished over the course of the internship. This person is one who regularly sees you perform at the school and who can give an accurate account of your work at the end of the experience.

I have included a copy of the form for this evaluation in this packet. You are responsible for giving it to your mentor at the beginning of the internship.

Ideally, the mentor should review his or her comments with you before the form is sent to me. Be sure to ask that it be mailed in time for you to be graded on this work.

3. At the completion of your time at the school you will be required to type a five to ten page reflective essay on the internship experience. It is not a research paper, but a paper that actually may come out of your journal entries. What have you learned about classical Christian education? Did you learn new methods of teaching? What did God teach you? In what ways were you spiritually stretched?

First person usage is permitted. You may include any other relevant supplements to this work including lesson plans, outlines for discussions or seminar talks, event calendars, even pictures if you so desire. You may even want to submit audio or video components of a lesson being taught.

4. Finally, you are asked to submit a list of books which you intend to read over the course of the internship (or even before). Usually two or three are sufficient. A book report is requested so that I can see what you read. The book report can be included as part of your journal or your reflective essay. It does not need to be a separate paper.

These four items are the basis upon which your grade will be determined at the end of the experience.

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Suggested Reading List for Classical Christian School Interns:

**Essential Works for understanding the Classical Christian School movement:**

- 1) *The Lost Tools of Learning* by Dorothy Sayers\*
- 2) *Recovering the Lost Tools of Learning* by Douglas Wilson
- 3) *Wisdom and Eloquence: A Christian Paradigm for Classical Learning* by Robert Littlejohn and Charles Evans

**Practical Works oriented towards pedagogy that would be appreciated by the movement:**

- 1) *The Seven Laws of Teaching* by John Milton Gregory
- 2) *Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom* by Daniel T. Willingham
- 3) *The Schools We Need and Why We Don't Have Them* by E.D. Hirsch Jr.\*
- 4) *Ten Ways to Destroy the Imagination of Your Child* by Anthony Esolen
- 5) *Desiring the Kingdom: Worship, Worldview, and Cultural Formation* by James K.A. Smith
- 6) *Bonfire of the Humanities: Rescuing the Classics in an Impoverished Age* by Victor Davis Hanson, John Heath, and Bruce S. Thornton
- 7) *The Paideia Program: An Educational Syllabus* by Mortimer J. Adler (and others)
- 8) *Beauty for Truth's Sake: On the Re-enchantment of Education* by Stratford Caldecott

**Valuable works of philosophy that would help frame the movement:**

- 1) *The Abolition of Man* by C.S. Lewis\*
- 2) *Ideas Have Consequences* by Richard Weaver
- 3) *The Christian Mind: How Should a Christian Think?* by Harry Blamires

**A collection of the best that has been written and said on education in Western History**

1) *The Great Tradition: Classic Readings on What It Means to Be an Educated Human Being* by Richard Gamble \*

\* = currently a required reading in HIST 204 (Historical and Philosophical Foundations of Education)