



# The Master's Study

## Parent & Student Class Expectations

### Dialectic School

The following is a summary of general expectations of the student, the parent/teacher at home, and The Master's Study (TMS) teacher/tutor within the TMS environment. Class specific expectations will be shared with students at the beginning of the academic year. Careful understanding of what TMS as an organization does and does not provide is essential.

#### School Day Expectations

Students will come prepared for class, ready to learn. The intent of TMS classes is to (1) review key elements of the content studied for the week (2) reinforce key concepts (3) help students draw connections between ideas and (4) train students to engage in thoughtful, productive discussion regarding ideas or concepts and (5) drive the learning process.

Students are expected to arrive at class well-read and versed in the subject matter at hand. Failure to read and complete assigned work at home prior to the class will result in a less-than-beneficial class period for both the student and the class as a whole.

#### Regarding the Students

- Students will come to class on time with all supplies needed, including, but not limited to: completed study materials, materials for note taking, and relevant texts if the use of those texts within the classroom would be helpful.
  - Students are responsible for acquiring and utilizing the required texts as outlined by the teacher/tutor
  - Students should keep all study material in a well-organized fashion.
- Students are expected to complete all assigned work, both work to be graded and reviewed and work not to be graded.
  - Failure to complete all assigned work will only penalize the student in the end.
  - Assignments which should be turned in for review are noted on the weekly assignment plans. Review of the work will be made by the teacher/tutor.
- Students will readily engage in classroom activities, participate in topical conversation and make contributions during both the instructional and teacher-guided periods of inquiry.
- Students will be respectful of the Socratic Circle discussion process at all times, including respect of peers and their comments.
- D8 students may opt in to assignments which award high school credit. The choice to opt in falls at the discretion of the parent/teacher and should be discussed with the TMS teacher/tutor. Students with D9 status are expected to complete assignments with the intent of seeking high school credit.
- Students will participate as a member of the TMS community by executing "shepherding duties." As a shepherd, dialectic students will model strong character traits for the younger students, will assist the TMS staff and parents with their younger students from time to time, demonstrate solid stewardship in the maintenance, setup and cleanup of the facility used by TMS, and engage as a servant on monthly Seminar and Service dates.



### Regarding the Parent/Teacher

- TMS takes the position that the lead teacher of a student is, indeed, the parent/teacher in the home.
  - The parent/teacher is expected to encourage and spur on their students in the pursuit of solid study habits and diligence.
  - The parent/teacher is asked to motivate their students in fashion such that the student arrives in class well prepared for discussion and participation and on time. *Tardiness impacts not only the student, but the entire class.*
  - The parent/teacher may choose to work collaboratively with their students in their home school in a fashion that fits well with their own home school philosophy.
  - The parent/teacher may choose to have a student opt out of a particular assignment in keeping with their own home school philosophy.
    - The teaching/tutorial staff of TMS encourages the parent/teacher to recognize the consequences of their student's non-participation in a particular subject matter or assignment. This includes the impact upon the student, his or her academic achievement, class peers, and the impact upon class instructional time and discussion.
    - Students seeking High School Credit should recognize the risk of weakening the validity of high school credit.
    - Repeated and continued "opt out" decisions may serve as an indication that the student and parent/teacher needs to evaluate their commitment to the TMS program and it's role in their own home school experience.
- The parent/teacher is expected to provide, in some fashion, the tools necessary for the student to complete their assignments to the best of their ability. Tools include the books identified on the class booklist, internet access, and assorted craft tools or items to be used in some supplementary projects
- The parent/teacher is responsible for keeping all grades.
  - The teacher/tutor will provide a grading framework for use in the home
  - The teacher/tutor may provide grading rubrics for keystone projects
  - The teacher/tutor may grade & comment upon written work from time to time
  - The teacher/tutor may issue a subject "review" and/or provide participation or Socratic discussion grades
- The parent/teacher is responsible for the maintenance of all academic records, including a high school transcript
  - TMS will provide a high school course catalog as a helpful guide when determining credits
  - TMS may provide documents to help in this planning process. However, TMS is NOT an accredited school and does NOT issue transcripts. TMS is a community of teacher/tutors who facilitate the home school learning experience.
- Parents are welcome and encouraged to be part of the classroom process at any given time.

I have read through all of the student expectations with my student, as well as the Parent Expectations for this class. These expectations have been clearly understood and embraced.

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Parent / Teacher printed name \_\_\_\_\_ email address \_\_\_\_\_

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Parent / Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_