



CEE6211 Teaching Practicum (Internet)
New Orleans Baptist Theological Seminary
Discipleship and Ministry Leadership Division
Fall 2017

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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of Course

The purpose of the course is to equip the seminary student to be an effective bible teacher in the local church, creating environments to facilitate learning.

Our Core Values

The seminary has five core values. The focal core value for 2017-2018 is *Servant Leadership*. This course supports the five core values of the seminary.

Servant Leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Curriculum Competencies Addressed

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

Biblical Exposition: to interpret and communicate the Bible accurately.

Christian Theological Heritage: To understand and interpret Christian theological heritage and Baptist polity for the church.

Disciple Making: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

Interpersonal Skills: To perform pastoral care effectively, with skills in communication and conflict management.

Servant Leadership: To serve churches effectively through team ministry.

Spiritual and Character Formation: To provide moral leadership by modeling and mentoring Christian character and devotion.

Worship Leadership: To facilitate worship effectively.

This course will address the following curriculum competencies:

1. *Biblical Exposition:* Students will explore biblical foundations and rationale for teaching ministry in the local church.
2. *Disciple Making:* Students will examine educational issues that play a significant role in the development of faith.
3. *Interpersonal Skills:* Students will develop or improve the skills necessary for communicating well with church members, volunteers, staff, and the church body as a whole.
4. *Spiritual and Character Formation:* Course content will help students address their own spiritual and developmental needs in areas related to teaching.

Course Catalog Description

This course involves the development and presentation of teaching plans by the members of the class as well as the video-recording and evaluation of presentations for the purpose of critical analysis of lesson content and objectives, teacher and student learning styles, audience-appropriate methods, and the teaching-learning outcomes. Prerequisite: CEEF6310 Teaching the Bible.

Student Learning Outcomes

Upon completion of the course, the student will be able to:

Cognitive

- Be able to apply your knowledge and comprehension of various teaching and learning principles with the biblical model of instruction as exemplified by Jesus Himself to provide a foundation for the practice of Christian education in the church.

Affective

- Value the use of various methodologies to teach the Bible in the local church ministry and value the role of the Holy Spirit in planning, development, and delivery of teaching plans.

Psychomotor

- Be able to develop, implement, and evaluate biblical teaching for the practice of Christian education in the local church.

Textbooks

Required Texts

LeFever, Marlene D. *Creative Teaching Methods: Be an Effective Christian Teacher*. Colorado Springs, CO: David Cook, 2004.

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998

Recommended Readings

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-on Approach to Reading*,

Interpreting, and Applying the Bible, 2nd ed. Grand Rapids, MI: Zondervan, 2005.

Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1999.

Fee, Gordon D. and Douglas K. Stuart. *How to Read the Bible for All Its Worth*. 3rd ed. Grand Rapids: Zondervan, 2003.

Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Sisters, OR: Multnomah Books, 1987.

Melick, Rick and Shera Melick. *Teaching that Transforms: Facilitating Life Change through Adult Bible Teaching*. Nashville, TN: Broadman & Holman, 2010

Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992.

Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman & Holman, 1998.

Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2d ed. Nashville, TN: Broadman & Holman, 2010.

Course Teaching Methodology

Units of Study

The topics of study in the course are as follows: the teaching-learning experience, learning domains, learning objectives, teaching methods, Bible teaching, and teaching evaluation and improvement.

Teaching Method

This course will emphasize active learning, project-based learning, and interactive discussion with the goal of providing balanced instruction to engage the mind, the will and the emotion of the students. You will be responsible for producing teaching presentations and providing constructive feedback of teaching methods and lesson delivery of classmates.

Delivery Format

The course will be delivered in an online 8-Week term format with 8 units.

Course Requirements

All assignments must be submitted electronically on Blackboard. Unless otherwise noted, all assignments are due before midnight on Sunday evening.

1. Teaching Methods Handouts: (10%)

Due: October 29

You should locate and read an article or an educational website for **three** of the following teaching methods: (a) small groups, (b) class discussion, (c) games, (d) lecture, and/or (e) a *method of your choice*. You will create a **one-page handout for each of the three methods**. (You may create the handouts in **one** 3-page document)

Each handout should include:

- When using this teaching method – what is the role of the teacher, the role of the student, and what subject matter or content is “most appropriate”?
- What are the benefits of the teaching method?
- What are the limitations, dangers, and/or problems of the teaching method?
- Explain how the teaching method is used in respect to each age level (preschool, children, youth, and adults) - how to use the method, when to use the method, appropriate setting, appropriate audience, etc.

Upload the Teaching Methods Handouts using the assignment link on Blackboard for professor grading. You will also upload teaching method handouts to Blackboard for the entire class to view and critique via **Blackboard Discussion Board**. *This assignment is related to the Cognitive Student Learning Outcome.*

2. Textbook Reading (15%)

Due: Weekly

You will read the required texts by following the weekly reading schedule. Completion of reading each week is intended to improve understanding of course content and enhance online discussion participation. You will be asked to indicate your reading percentage of the required text at the end of the term. **Textbook Reading Verification will be conducted via Blackboard at the end of the course.** *This assignment is related to the Cognitive Student Learning Outcomes.*

3. Teaching Evaluation Tool Rationale (10%)

Due: November 5

You will read and review the Teaching Evaluation Tool found on Blackboard. You will write a **2 to 3-page rationale** providing support for the content and questions of the assessment tool. *This assignment is related to the Affective Student Learning Outcomes.*

4. Blackboard Discussion Board (15%)

See Course Schedule for Due Dates

You will be presented with questions pertaining to learning units in which you will have to respond and interact with your classmates. The questions appear on the **Blackboard Discussion Board**. You are expected to reflect on the reading and presentations in each unit. In order to get credit for involvement in the Blackboard Discussion, you must post **at least one substantive response to the specific unit questions**. A substantive response should be concise and may include, but not limited to the following: a reflection or personal example on a concept from readings, a different perspective on a topic, a quote or link from another source that relates to the topic, an experience you had in a ministry that relates to the topic. *This assignment is related to the Psychomotor Student Learning Outcomes.*

5. Teaching Presentations & Assessment (50%)

Due November 12 and December 3

You will conduct **TWO** Bible teaching sessions during the course. The Bible teaching sessions will occur outside of the online environment and **MUST BE RECORDED**, from start to finish, including room set-up, organization of supplies, rehearsal of media technology, etc. Also, you must provide a copy of the Bible Teaching Assessment Tool to various participants in the Bible teaching session to complete after the teaching session has been conducted. **A minimum of 5 participants is required**, but preferably all participants have an opportunity to provide feedback. You will review the participant feedback on the assessment tool and write a **2 to 3-page reflection** of the teaching session including areas of the teaching session strengths/weaknesses and possible improvements. You must also submit a copy of your teaching plan.

**** Begin working on scheduling your teaching sessions immediately ****

Teaching Presentations & Assessment Checklist:

- ✓ Bible Teaching Presentation completed and recorded.
- ✓ Participants completed the Bible Teaching Assessment Tool for the teaching session.
- ✓ You reviewed all the participant responses and wrote a reflection paper about strengths and weaknesses of the session and possible improvements.
- ✓ You posted video of teaching session to Discussion Board on assigned date.
- ✓ You uploaded reflection paper about the teaching session.
- ✓ You uploaded your teaching plan

Each teaching presentation, participant assessment, and reflection paper counts for 25% of the course grade. The course requires you to complete *this process twice* to account for 50% of the course grade. You will be evaluated by the professor using both the Teaching Evaluation Tool Project found in this syllabus. *This assignment is related to the Psychomotor Student Learning Outcome.*

Note: Consider using a smartphone video camera or laptop webcam for recording your teaching sessions. You will need to create a YouTube account and upload the video.

Instructions for Uploading/Embedding YouTube Video to Blackboard

A video explaining how to embed a YouTube video to the discussion board can be found on the Blackboard page for this class.

NOTE: PREREQUISITE FOR TAKING THIS COURSE: CEEF6310 Teaching the Bible

Three assignments for the course CEEF6310 Teaching the Bible were (1) an exegetical paper, (2) a teaching idea & lesson aims, and (3) a teaching plan & rationale paper. **You may utilize these assignments to complete the teaching presentation assignment.**

A description of these three assignments appear below:

1. *Exegetical Paper*

You will write 5-page historical-context or exegetical paper on a passage of Scripture that you will develop into a lesson plan later in the semester. The paper should include information on the book of the Bible – its author, dating, purpose, major themes, etc. (no more than a page of the paper content) and specific explanation and implications of the selected passage. You should consult at least 5 scholarly sources outside of the required textbooks to support the content of the paper. You should use section headings in your papers and a set of sample headings appear below:

- *Bible Book Information:* Author, Dating, Purpose, Major Themes, etc.
- *Text Observations:* What does the text say? Who is the communicator? Who is the audience? What are the setting, context, and structure of the text?
- *Text Interpretation:* What was the intended meaning of the text to the original audience?
- *Biblical Principle:* What is the timeless biblical truth from the text?
- *Life Application:* How does the biblical truth of the text apply to a believer in Christ? How does the biblical truth of the text apply to a non-believer in Christ?
- *Life Transformation:* Based on the timeless biblical truth, what must a believer do or change? How should or could a non-believer respond to the biblical truth of the text?

2. *Teaching Idea and Lesson Aims*

You will submit a **one-page paper** with one teaching idea and three lesson aims (cognitive,

affective, and psychomotor/behavioral) for the selected passage of Scripture researched in the exegetical paper. You may use the format of the lesson aims provided in *Creative Bible Teaching* (p.143) **or** you may use The Transformational Bible Study format provided in *Teaching that Transforms* (p.161) by completing items #7 (main point of passage), #8 (list of principles/biblical truths), & #9 (action of obedience).

3. *Teaching Plan*

With the selected Scriptural text of the exegetical paper, you will write **a detailed lesson plan** to teach in a particular ministry setting. Lesson plans should be written such that a person would be able to teach a lesson using only the plan with no need to consult additional resources. For the purposes of this course, the lesson plan should be constructed according to the **HBLT teaching model** presented in *Creative Bible Teaching* **or** the **Star Model Adult Lesson Plan – Appendix E** in *Teaching that Transforms*. In addition to the detailed lesson plan, you will be required to write **a rationale** for each area of the lesson plans. These following are the minimum requirements for the lesson plan and rationale:

- The lesson plan should be written according to Table 14 in *Creative Bible Teaching* with a specific age group in mind (preschool, young children, older children, young students, older students, young adults, median adults, or senior adults).
- The rationale should be a minimum of 8 pages double spaced, 12pt font, one-inch margins, with Turabian cover sheet, page numbers, and section headings.
- The usage of at least 8 sources other than the required textbooks to support rationale paper content. Appropriate sources are scholarly journals, education texts, teaching/learning style books, curriculum design articles, etc.

Evaluation of Grade

The student's grade will be computed as follows:

Teaching Methods Handouts	10%
Textbook Reading	15%
Bible Teaching Assessment Rationale	10%
Blackboard Discussion Board	15%
TWO Teaching Preparations & TWO Papers	50% (each presentation & paper is 25%)

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Course Policies

Absences

In the online format, attendance is assessed through completed assignments for each unit: Blackboard discussion , Unit Quiz completion during the assigned period of time, and assignment submission by the due date.

Reading Assignments

Students are responsible for completing all reading assignments.

Professor's Policy on Late Assignments

Assignments are due on the date indicated in the "Assignments and Evaluation Criteria" section of the syllabus. Assignments not submitted via Blackboard by the assigned date are considered late and will incur **an initial 10-point penalty and accumulate a one-point penalty for each additional day**. No assignments will be accepted more than two weeks after the original due date. **If all course assignments are not received by the final unit, a grade of zero is automatically earned for the missing assignments.** Assignments should **not** be e-mailed to the professor.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided using the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Style and Formatting

All assignments are to be created in Turabian format. All assignments are to be typed, double-spaced with a 12-point Times New Roman font, with 1-inch margins. Include your name, date of submission, and the assignment title on the cover page. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site at <http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf>.

Grading Scale

Each student's final grade will be based on your total accumulation of points as indicated under the Assignments and Evaluation Criteria section of this syllabus, according to the grading scale in the NOBTS catalog.

A 100-93 B 92-85 C 84-77 D 76-70 F 69 and below

Help for Writing Papers at "The Write Stuff"

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer. This is the official NOBTS Writing Center help site for writing academic papers and essays: www.nobts.edu/writing/

In addition, the website Grammarly (www.grammarly.com) will help you become a better writer. Eazypaper (www.eazypaper.com) will help you automatically format your sources. And the YMI resource page (www.youthministryinstitute.org) has several helpful links, including a video to help you create page numbers in Microsoft Word.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current graduate online catalog: http://www.nobts.edu/_resources/pdf/academics/GraduateCatalog.pdf

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00pm) on the Wednesday prior to commencement exercises.

Special Needs

If you need an accommodation for any type of disability, please email me to discuss any modifications you may need.

Revision of the Syllabus

The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notification via Blackboard.

Withdrawal from the Course

The administration has set deadlines for withdrawal. These dates and times are published on the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. You must complete the proper paperwork to ensure you will not receive a final grade of "F" in the course if you choose not to engage in the online class once you are enrolled.

Hurricane/Severe Weather Evacuation

For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- www.nobts.edu

Mandatory Evacuation

Hurricane season lasts from June 1 to November 30. If the Mayor of New Orleans or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called, everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service

Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Selected Bibliography

Armstrong, Thomas. *Seven Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam, 1999.

- Blair, Christine Eaton. *The Art of Teaching the Bible: A Practical Guide for Adults*. Louisville, KY: Geneva Press, 2001.
- Bracke, John M, and Karen B. Tye. *Teaching the Bible in the Church*. St. Louis, MO: Chalice Press, 2003.
- Brookfield, Stephen D. *The Skillful Teacher*. San Francisco: Jossey-Bass Publishers, 1990.
- Edge, Findley B. *Teaching for Results*, rev. ed. Nashville, TN: Broadman & Holman, 1995.
- Freeman, Craig S. *So You Have Been Called to Teach in the Sunday School*. Baltimore: Publish America, 2005.
- Galindo, Israel. *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*. Valley Forge, PA: Judson Press, 1998.
- Gangel, Kenneth O., and Howard Hendricks. *The Christian Educator's Handbook on Teaching*. Grand Rapids: Baker Books, 1998.
- Habermas, Ronald T. *Teaching for Reconciliation: Foundations and Practice of Christian Educational Ministry*, rev. ed. Eugene, OR: Wipf and Stock, 2001.
- Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Portland, OR: Multnomah Books, 1987.
- Hestenes, Roberta, Howard Hendricks, and Earl Palmer. *Mastering Teaching*. Portland, OR: Multnomah, 1991.
- Johnston, Jay, and Ronald K. Brown. *Teaching the Jesus Way: Building a Transformational Teaching Ministry*. Nashville, TN: LifeWay Press, 2000.
- Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 3rd ed. Berrien Springs, MI: Andrews University Press, 1998.
- Lambert, Dan. *Teaching That Makes a Difference: How to Teach for Holistic Impact*. Grand Rapids, MI: Zondervan, 2004.
- LeFever, Marlene D. *Creative Teaching Methods: Be Effective Christian Teacher*. Colorado Springs, CO: Nexgen, 2004.
- Mitchell, Michael R. *Leading, Teaching, and Making Disciples: World-Class Christian Education in the Church, School, and Home*. Bloomington, IN: CrossBooks, 2010.
- Moehlenpah, Arlo and Jane. *Teaching with Variety*. Hazelwood, MO: Word Aflame Press, 1990.
- Palmer, Earl, Roberta Hestenes, and Howard Hendricks. *Mastering Teaching*. Portland, OR: Multnomah Press, 1984.
- Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand

- Rapids, Baker, 2001.
- Poling, Wayne. *How-To Sunday School Guide*. Nashville, TN: LifeWay Press, 2004.
- Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.
- Schultz, Thom, and Joani Schultz. *The Dirt on Learning: Groundbreaking Tools to Grow Faith in Your Church*. Loveland, CO: Group Publishing, 1999.
- _____. *Why Nobody Learns Much of Anything at Church: And How to Fix It*. Loveland, CO: Group Publishing, 1996.
- Stein, Robert H. *The Method and Message of Jesus' Teachings*. Louisville, KY: Westminster John Knox Press, 1994.
- Taulman, James E. *Never Tell Anybody Anything You Can Get Them to Discover for Themselves*. Nashville, TN: Broadman Press, 1990.
- Tobias, Cynthia. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Wheaton, IL: Tyndale House Publishers, 1994.
- Tolbert, La Verne. *Teaching Like Jesus: A Practical Guide to Christian Education in Your Church*. Grand Rapids, MI: Zondervan, 2000.
- Towns, Elmer L. *What Every Sunday School Teacher Should Know: 24 Secrets That Can Help You Change Lives*. Ventura, CA: Gospel Light, 2001.
- Warden, Michael D. *Extraordinary Results from Ordinary Teachers: Learning to Teach as Jesus Taught*. Loveland, CO: Group, 1998.
- Wilhoit, Jim, and Leland Ryken. *Effective Bible Teaching*. Grand Rapids, MI: Baker Book, 1998.
- Wilkinson, Bruce. *The Seven Laws of the Learner: How to Teach Almost Anything to Practically Anyone*. Colorado Springs, CO: Multnomah Books, 1992.
- Yount, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*, 2d ed. Nashville, TN: Broadman & Holman, 2010. (ISBN: 978-0805447279)
- _____. *The Teaching Ministry of the Church*, 2d ed. Nashville: Broadman & Holman, 2008.
- Yount, William R., and Mike Barnett. *Called to Reach: Equipping Cross-Cultural Disciplers*. Nashville, TN: Broadman & Holman, 2007.
- Zuck, Roy B. *Teaching as Jesus Taught*. Grand Rapids, MI: Baker Books, 1995.

*The professor reserves the right to make changes to the schedule as needed.

**You are responsible for all assigned readings. All readings may not be covered in class.

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800.662.8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS

CEEF6211 TEACHING PRACTICUM

TEACHING EVALUATION TOOL (INSTRUCTOR)

Student Teacher Name _____ Date ___/___/___ Professor Name _____

Criterion Scale									
1	2	3	4	5	6	7	8	9	10
(Lowest)									(Highest)

Application

Communication

1. USING LEARNING METHODOLOGY (ACTIVITIES) –
 How many different methods of teaching were used? Were the methods appropriate to accomplish the desired outcome?
 Comments: _____

6. PRESENTING THE LEARNING AIMS AND LEARNING OBJECTIVES –
 To what extent were you aware of the lesson aim or learning objectives? Would you consider these appropriate for this particular subject?

2. USING APPROPRIATE LEARNING AIDS –
 Were the aids helpful to the learning process? Were the aids visible? Were they presented with naturalness?
 Comments: _____

7. CREATING THE LEARNING SITUATION –
 How effective was the teacher in gaining attention: Was the transition from the attention pacer (Hook) to the lesson content smooth and purposeful?
 Comments: _____

3. PLANNING FOR A PERSONAL APPLICATION –
 Was there a definite approach to application of the lesson to life? How could the application been more purposeful?
 Comments: _____

8. TRANSITIONS AND TIME MANAGEMENT –
 How did the presenter move from one teaching segment to the next? Was adequate and appropriate amount of time allowed for each activity? Did not exceed or waste the overall teaching time.
 Comments: _____

4. PLANNING FOR FOLLOW-THROUGH –
 Was there a definite assignment made for the coming week? Could the teacher have made follow-through more purposeful?
 Comments: _____

9. OBSERVING THE EVIDENCE OF PLANNING AND PREPARATION –
 Did you consider the equipment, room, teaching materials appropriately arranged?
 Comments: _____

5. ACHIEVING THE STATEMENT OF THE LESSON AIM OR LEARNING OBJECTIVES –
 Were the aims and objectives achieved?
 Comments: _____

10. PERSONAL CHARACTERISTICS –
 Any distracting mannerisms? Good eye contact? Enthusiastic? Courteous and tactful? Good voice and diction? Proper use of English?
 Comments: _____

~~Please put a score in each box. Any additional comments can be made on the back~~

CEE6211 Teaching Practicum

Course Schedule – October 16-December 10

Teaching Units	Course Topics	Assignments Due
<p>Course begins on October 16, 2017</p> <p>Unit 1: Introduction October 16 – 22</p> <p>Due: October 22 by 11:59pm</p>	<p>Course introduction; Syllabus</p> <p>Learning Experiences</p> <p>Review of Learning Theory</p>	<ol style="list-style-type: none"> 1. Review Course Syllabus 2. Read Unit 1 content on Blackboard 3. Complete Discussion Board Course Introduction 4. Complete Discussion Board 1 5. Read Chapters 1-3 from <i>Creative Bible Teaching</i>
<p>Unit 2 Oct. 23 – 29</p> <p>Due: Oct. 29 by 11:59pm</p>	<p>Review of Learning Objectives</p> <p>Instructional Learning Theory</p> <p>Learner Motivation</p>	<ol style="list-style-type: none"> 1. Read Unit 2 content on Blackboard 2. Read Chapters 6-7, & 9 from <i>Creative Bible Teaching</i> 3. Complete Discussion Board 2 4. Submit Teaching Methods Handouts to Blackboard for grading by professor and to Discussion Board for peer review
<p>Unit 3 Oct. 30 – Nov. 5</p> <p>Due: Nov. 5 by 11:59pm</p>	<p>Review of Lesson Aim</p> <p>Review of Teaching Methods</p> <p>Teaching Evaluation and Teacher Skill Improvement</p> <p>Bible Teaching Evaluation</p>	<ol style="list-style-type: none"> 1. Read Unit 3 content on Blackboard 2. Read Chapters 8, 11, 13, 19, & 20 from <i>Creative Bible Teaching</i> 3. Complete Discussion Board 3 4. Submit Teaching Evaluation Tool Rationale on Blackboard
<p>Unit 4 Nov. 6 – 12</p> <p>Due: Nov. 12 by 11:59pm</p>	<p>Making the Bible Lesson Personal</p> <p>The Focus of the Lesson Plan</p>	<ol style="list-style-type: none"> 1. Read Unit 4 content on Blackboard 2. Read Chapter 1-3 from <i>Creative Teaching Methods</i> 3. Upload Video of Bible Teaching 1 to the Discussion Board 4 for peer review and professor grading. 4. Upload completed Bible Teaching Reflection Paper (based on participant evaluations) to Blackboard
<p>Unit 5 Nov. 13 – 19</p> <p>Due: Nov. 19 by 11:59pm</p>	<p>Teaching for Knowledge Aim</p> <p>Drama & Role Play: A Teaching Method</p>	<ol style="list-style-type: none"> 1. Read Unit 5 content on Blackboard 2. Read Chapters 4-5 from <i>Creative Teaching Methods</i>. 3. ALL students should view the videos of their classmates on Discussion Board 4. Self-examination is an important skill for teachers, but so is peer-analysis. After viewing each teaching video, provide your classmate with a critical analysis of the effectiveness or ineffectiveness of the teaching session. Be specific – teacher preparedness, method usage, learner engagement, etc. Post a critical analysis for each teaching session. Use the Bible

Teaching Units	Course Topics	Assignments Due
		Teaching Evaluation Tool as guide to give feedback to classmates. Post the rating and comments on the Discussion Board 4 .
Unit 6 Nov. 20 – 26 Due: Nov. 26 by 11:59pm	Using Games to Teach	<ol style="list-style-type: none"> 1. Read Unit 6 content on Blackboard 2. Read Chapter 6-8 from <i>Creative Teaching Methods</i>.
Unit 7 Nov. 27 – Dec. 3 Due: Dec. 3 by 11:59pm	Using Discussion & Case Study	<ol style="list-style-type: none"> 1. Read Unit 7 content on Blackboard 2. Read Chapter 9-10 from <i>Creative Teaching Methods</i> 3. Upload Video of Bible Teaching 2 to the Discussion Board 5 for peer review and professor grading 4. Upload completed Bible Teaching Reflection Paper 2 (based on participant evaluations) to Blackboard
Unit 8 Dec. 4 – 10 Due: Dec. 10 by 11:59pm	Using Creative Writing	<ol style="list-style-type: none"> 1. Read Unit 8 content on Blackboard 2. Read Chapter 11-12 from <i>Creative Teaching Methods</i>. 3. ALL students should view the videos of their classmates on Discussion Board 5. Use the Bible Teaching Evaluation Tool as guide to give feedback to classmates. Post the rating and comments on the Discussion Board 5. 4. Complete Reading Verification via Blackboard