



## **CEEF6211 Teaching Practicum (Mentoring)**

New Orleans Baptist Theological Seminary

Church Ministry Division

Summer 2022

### **David Odom, BS, MARE, PhD**

Associate Professor of Student Ministry

Director of Youth Ministry Institute

dodom@nobts.edu

504.816.8103

Dodd 203

### **Emily Jarrell, BS, MADi, ThM**

Teaching Assistant/Grader

odom.grader@gmail.com

### **Maci Duncan, BS**

Administrative Assistant

ymi@nobts.edu

504.816.8107

### **Mission**

The mission of New Orleans Baptist Theological Seminary and Leavell College is to prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

### **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.

### **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.

### **Required Texts**

LeFever, Marlene D. *Creative Teaching Methods: Be an Effective Christian Teacher*. Colorado Springs, CO: David Cook, 1997.

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 2020.

### **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*. 3<sup>rd</sup> 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 is being offered in a mentored teaching format. Course content from the professor is available online each week via Blackboard. Weekly meetings with your mentor will constitute your class time.

#### **Delivery Format**

The course will be delivered in an online summer term format with 8 learning units.

#### **Course Requirements**

All assignments must be submitted electronically on Blackboard. Unless otherwise noted, all assignments are due before midnight on the due date. See Course Schedule (last page) for due dates.

### **1. Textbook Reading (15%)**

Students 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 classroom 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.*

### **2. Mentor Meeting Reports (15%)**

Students will engage in a mentoring relationship at a local church under the supervision of an approved mentor for a minimum of 14 hours. Mentorship hours may not include worship, Bible study, and age-group weekly meetings. You will meet with your mentor each week for approximately two hours to discuss personal and ministry progress in the area of bible teaching. Discussion questions for the mentor meetings will be provided each unit on Blackboard. You will submit a **Mentor Meeting Report** every week (a total of 7 reports must be submitted). The completed report will be submitted and uploaded through Blackboard before midnight on Sunday. This report should be a ½ page of reflection based on your mentor meeting, course content, and teaching experiences.

### **3. Teaching Methods Handouts: (10%)**

Students will 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:

- 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”?
- Benefits of the teaching method?
- 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.
- Bibliographic information for your source.

Upload the Teaching Methods Handouts using the assignment link on Blackboard for professor grading. *This assignment is related to the Cognitive Student Learning Outcome.*

### **4. Teaching Evaluation Tool Rationale (10%)**

Students will review the Teaching Evaluation Tool found on Blackboard and will write a **2 to 3-page rationale** providing support (3 sources/textbooks) for the content and questions of the assessment tool. The document should contain ten paragraphs, one for each assessment area. *This assignment is related to the Affective Student Learning Outcomes.*

### **5. Micro Teach #1 (20%)**

Students will conduct a micro-teach (10-15 minutes) of a biblical passage in class. **This is a skills demonstration, not a normal 45-60 minute bible study lesson.** Possible teaching context include: Sunday School class, home group, etc. The lesson plan must be an original plan created by the student. The micro-teach lesson must consist of:

- a. an opening activity
- b. reading the scripture passage
- c. one learning method/activity

d. a closing activity.

\*\* Don't lecture for 10-15 minutes – this is teaching practicum, not preaching practicum \*\*

Submit your lesson plan on Blackboard in the assignment link. **Your mentor must either attend the teaching session in person or view a video recording.** Your mentor must complete the Teaching Evaluation Tool as an assessment of your teaching. **A minimum of 5 participants is required during the session.** Micro teach sessions can be taught by the student at any point during the term, but each must be submitted by the due date. *This assignment is related to the Psychomotor Student Learning Outcome.* **\*\* Begin working on scheduling your teaching sessions immediately \*\***

### **6. Micro Teach Reflection Paper #1 (5%)**

Students will review the mentor feedback and write a **2 to 3-page reflection** of the micro-teaching session including areas of the teaching session strengths/weaknesses and possible improvements.

### **7. EMBEDDED ASSIGNMENT: Micro Teach #2 (20%)**

Students will conduct a second micro-teach (10-15 minutes) of a biblical passage and the session **MUST BE VIDEO RECORDED**, from start to finish. Follow the same guidelines for Micro Teach #1. **For this assignment students must submit both the lesson plan and a the video recording.** Students must submit the video file or a link to the video file (Google Drive, OneDrive, etc.) or a link to the uploaded video (YouTube, Vimeo, etc.) on Blackboard in the assignment link. **As before, your mentor must either attend the teaching session in person or view the video recording.** Your mentor must complete the Teaching Evaluation Tool as an assessment of your teaching. **A minimum of 5 participants is required.** This assignment is an embedded assignment that will be completed by all students for all sections of this course. *This assignment is related to the Psychomotor Student Learning Outcome.*

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

Note: Consider using a smartphone video camera or laptop webcam for recording your teaching sessions. Blackboard has a file size limit and some videos exceed this limit. Therefore, students are encouraged to upload the recorded video to a video sharing website such as YouTube or Vimeo or upload the video file to a cloud storage service such as Google Drive or Microsoft One Drive. You will need to create a YouTube account and upload the video. When uploading your video to YouTube, select “unlisted” in the options. Do not choose “public” or “private.” Unlisted videos on YouTube can not be found in a search and therefore remain private.

### **8. Micro Teach Reflection Paper #2 (5%)**

Students will review the mentor feedback and write a **2 to 3-page reflection** of the teaching session including areas of the teaching session strengths/weaknesses and possible improvements.

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

You may use one of the lesson plans for your Bible Teaching session.

### **Evaluation of Grade**

The student's grade will be computed as follows:

Textbook Reading	15%
Mentor Meeting Reports	15%
Teaching Methods Handouts	10%
Teaching Evaluation Tool Rationale	10%

Micro Teach & Reflection #1	25%
Micro Teach & Reflection #2	25%

## **Course Policies**

### **Reading Assignments**

Students are responsible for completing all reading assignments.

### **Absences**

In the online/mentoring format, attendance is assessed through completed assignments for each unit: Blackboard discussion, mentor meeting reporting, and assignment submission by the due date.

### **Professor's Policy on Late Assignments**

All work is due on the assigned date and time in the syllabus. Assignments are due before midnight on the day they are due. Late assignments will be penalized an initial 10 percent penalty and one percent for each day after the due date. No assignments will be accepted more than two weeks after the original due date. Submit all assignments electronically on Blackboard. Do not send files as attachments via email 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 through 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**

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at:  
[https://www.nobts.edu/\\_resources/pdf/writing/StyleGuide.pdf](https://www.nobts.edu/_resources/pdf/writing/StyleGuide.pdf)

### **Help for Writing Papers at "The Write Stuff"**

This is the official NOBTS Writing Center online help site for writing academic papers and essays.  
<http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian helps and guidelines.

In addition, the website Grammarly ([www.grammarly.com](http://www.grammarly.com)) will help you become a better writer. Eazypaper ([www.eazypaper.com](http://www.eazypaper.com)) will help you automatically format your sources.

### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

### **Blackboard and ITC Technical Support**

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.) [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard System. For Student Assistance in using Blackboard, visit: [Student Bb Help](#). [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - for general technical questions/support requests. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### **Academic Policies**

Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

### **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 (12:00 PM) on the Wednesday prior to commencement exercises.

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

### **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.

### **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*, 3<sup>rd</sup> 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.



# CEEF6211 TEACHING PRACTICUM

## TEACHING EVALUATION TOOL (MENTOR)

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: \_\_\_\_\_
- 2. USING APPROPRIATE LEARNING AIDS –**  
 Were the aids helpful to the learning process? Were the aids visible? Were they presented with naturalness?  
 Comments: \_\_\_\_\_
- 3. PLANNING FOR A PERSONAL APPLICATION –**  
 Was there a definite approach to application of the lesson to life? How could the application be more purposeful?  
 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: \_\_\_\_\_
- 5. ACHIEVING THE STATEMENT OF THE LESSON AIM OR LEARNING OBJECTIVES –**  
 Were the aims and objectives achieved?  
 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?
- 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: \_\_\_\_\_
- 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: \_\_\_\_\_
- 9. OBSERVING THE EVIDENCE OF PLANNING AND PREPARATION –**  
 Did you consider the equipment, room, teaching materials appropriately arranged?  
 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

Date	Course Topics	Assignments
<b>Unit 1: Introduction</b>		
<p><b>Course begins on May 30</b></p> <p><b>Introduction May 30-June 5</b></p>	<p>Course introduction; Syllabus</p> <p>Learning Experiences</p> <p>Review of Learning Theory</p>	<p><b>Due June 5 before 11:59pm</b></p> <p>Review Course <b>Syllabus</b></p> <p>Read <b>Unit 1</b> content on Blackboard</p> <p>Read <b>Chapters 1-3</b> from <i>Creative Bible Teaching</i></p> <p><b>Submit post to Blackboard Discussion Board #1</b></p>
<b>Unit 2: Learning Objectives</b>		
<p><b>June 6-12</b></p>	<p>Review of Learning Objectives</p> <p>Instructional Learning Theory</p> <p>Learner Motivation</p>	<p><b>Due June 12 before 11:59pm</b></p> <p>Read <b>Unit 2</b> content on Blackboard</p> <p>Read <b>Chapters 4-7</b> from <i>Creative Bible Teaching</i></p> <p><b>Submit Mentor Meeting Report #1</b></p>
<b>Unit 3: Teaching Methods</b>		
<p><b>June 13-19</b></p>	<p>Review of Teaching Methods</p> <p>Review of Teaching Methods</p>	<p><b>Due June 19 before 11:59pm</b></p> <p>Read <b>Unit 3</b> content on Blackboard</p> <p>Read <b>Chapter 1-3</b> from <i>Creative Teaching Methods</i></p> <p><b>Submit Teaching Methods Handouts to Blackboard</b></p> <p><b>Submit Mentor Meeting Report #2</b></p>
<b>Unit 4: Drama &amp; Role Play</b>		
<p><b>June 20-26</b></p>	<p>Drama &amp; Role Play: A Teaching Method</p>	<p><b>Due June 26 before 11:59pm</b></p> <p>Read <b>Unit 4</b> content on Blackboard</p> <p>Read <b>Chapters 4-5</b> from <i>Creative Teaching Methods</i></p> <p><b>Submit Teaching Evaluation Tool Rationale on Blackboard</b></p> <p><b>Submit Mentor Meeting Report #3</b></p>

Date	Course Topics	Assignments
Unit 5: Teaching with Games & Stories		
<b>June 27-July 3</b>	Teaching with Games & Stories	<p><b>Due July 3 before 11:59pm</b></p> <p>Read <b>Unit 5</b> content on Blackboard</p> <p>Read <b>Chapter 7-8</b> from <i>Creative Teaching Methods</i></p> <p><b>Submit Micro Teach #1 Lesson Plan</b> (Mentor watches student teach live or recorded on video)</p> <p><b>Submit Mentor Meeting Report #4</b></p>
Unit 6: Teaching with Discussion & Case Study		
<b>July 4-10</b>	Teaching with Discussion & Case Study	<p><b>Due July 10 before 11:59pm</b></p> <p>Read <b>Unit 6</b> content on Blackboard</p> <p>Read <b>Chapters 9-10</b> from <i>Creative Teaching Methods</i></p> <p><b>Submit Micro Teach Reflection #1</b></p> <p><b>Submit Mentor Meeting Report #5</b></p>
Unit 7: Teaching with Music & Art		
<b>July 11-17</b>	Teaching with Music & Art	<p><b>Due July 17 before 11:59pm</b></p> <p>Read <b>Unit 7</b> content on Blackboard</p> <p>Read <b>Chapter 11</b> from <i>Creative Teaching Methods</i></p> <p><b>Submit Micro Teach #2 Lesson Plan</b></p> <p><b>Submit link to Video Recording of Micro Teach #2 on Blackboard</b></p> <p>(Mentor watches student teach live or recorded on video)</p> <p><b>Submit Mentor Meeting Report #6</b></p>

Date	Course Topics	Assignments
Unit 8: Common Practices of Great Teachers		
<b>July 18-24</b>	Common Practices of Great Teachers	<p><b>Due July 24 before 11:59pm</b></p> <p>Read <b>Unit 8</b> content on Blackboard</p> <p>Read <b>Chapters 12-13</b> from <i>Creative Teaching Methods</i></p> <p><b>Submit Micro Teach Reflection #2</b></p> <p><b>Submit Mentor Meeting Report #7</b></p> <p><b>Submit Reading Verification Report</b></p>