



CEEF 6211 Teaching Practicum
New Orleans Baptist Theological Seminary
Discipleship and Ministry Leadership Division
Fall 2020, Term 211
CIV from Orlando to Tallahassee & South Florida
Monday 8x Hybrid, 7:00-8:50 pm
Class Dates: 8/31, 9/14, 9/28, 10/12, 10/26, 11/9, 11/16, 12/7

Stephanie Cline, Th.M.
Adjunct Instructor
Email: stephanie.l.cline62312@gmail.com
Cell: 832-330-2745

Mission Statement

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

Purpose of the Course

The purpose of this course is to challenge the student to explore various teaching and learning principles, develop teaching plans, and conduct teaching presentations and evaluation. The student will be provided opportunities to develop and enhance skills in accurately interpreting and clearly communicating the Bible in conformity with foundational principles of teaching and learning through educational ministry in the local church.

Core Value Focus

The seminary has five core values:

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is Mission Focus.

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 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 Textbooks

LeFever, Marlene D. *Creative Teaching Methods: Be an Effective Christian Teacher*. Colorado Springs, CO: David Cook, 2004. (ISBN: 978-0-7814-5256-4)

Richards, Lawrence O, and Gary J. Bredfeldt. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998. (ISBN: 0-8024-1644-6)

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 that will be covered 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.

Course Assignments and Evaluation Criteria

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

Course Requirements

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

1. Textbook Reading (15%)

Due: Wkly/Dec 7

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 Outcome.*

2. Classroom Participation (15%)

Due: Weekly

You will be presented with questions pertaining to learning units in which you will have to respond and interact with the professor and your classmates. 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 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 Outcome.*

3. Teaching Methods Handouts: (10%)

Due: Sept 28

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**. (*Please submit the handouts in **ONE** 3-page document.)

Each handout should include:

- Introduce the Teaching Method (choose a through e) – appropriately cite the reference
- How to Use the Teaching Method – Explain the role of the teacher, the role of the student, and the “most appropriate” subject matter or content
- Benefits of the Teaching Method
- Limitations, Dangers, and/or Problems of the Teaching Method
- Use of Teaching Method by 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. *This assignment is related to the Cognitive Student Learning Outcome.*

4. Micro Teach #1 (20%)

Due: Oct 5 (plan) Oct 26 (teach)

Students will conduct a micro-teach (10-15 minutes) of a biblical passage in class. 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.

Submit your lesson plan on Blackboard in the assignment link. Peer Reviews utilizing the Teaching Evaluation Tool and will be turned in on the day the lesson is taught. *This assignment is related to the Psychomotor Student Learning Outcome.*

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

Due: Nov 2

Students will review the peer and professor 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.

6. Teaching Evaluation Tool Rationale (10%)

Due: Oct 12

Students will review the Teaching Evaluation Tool found on Blackboard and will write a **2 to 3-page rationale** providing support for the content and questions of the assessment tool. The document should contain ten (10) paragraphs, one for each assessment area. *This assignment is related to the Affective Student Learning Outcome.*

7. Micro Teach #2 (20%)

Due: Nov 9 (video & plan)

Nov 16 (peer review)

Students will conduct a second micro-teach (10-15 minutes) of a biblical passage outside of class. Follow the same guidelines for Micro Teach #1. **For this assignment students must submit both the lesson plan and video recording on Blackboard Discussion Board.** Possible teaching context: Sunday School class, home group, or seminary classroom. The lesson plan must be an original plan created by the student. The teaching session must occur outside of the regular classroom and **MUST BE RECORDED**, from start to finish. **The teaching time must involve a minimum of 10 minutes. A minimum of 5 participants is required.** Peer Reviews utilizing the Teaching Evaluation Tool and will be turned in one week following the posting of the videos. *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. 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 cannot be found in a search and therefore remain private.

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

Due: Dec 7

Students will review the peer feedback of 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.

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:

Teaching Methods Handouts	10%
Textbook Reading	15%
Teaching Evaluation Tool Rationale	10%
Classroom Participation	15%
Micro Teach 1 & Evaluation	25%
Micro Teach 2 & Evaluation	<u>25%</u>
	100%

Grading Scale

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

Course Schedule

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

Date	Course Topics	Assignments
Unit 1: Introduction		
Aug 24	Course introduction; Syllabus Learning Experiences	Review Course Syllabus
Unit 2: Learning Objectives		
Aug 31 – Class Meeting	Review of Learning Objectives Review of Course Syllabus	Read Chapters 1-3 from <i>Creative Bible Teaching</i> (Richards/Bredfeldt)
Sept 7	Instructional Learning Theory Learner Motivation	Read Chapter 6 from <i>Creative Bible Teaching</i> (Richards/Bredfeldt) Read Chapter 7 from <i>Creative Bible Teaching</i> (Richards/Bredfeldt)
Sept. 14 – Class Meeting	Micro Teach Lesson Template	Read Chapters 8 from <i>Creative Bible Teaching</i> (Richards/Bredfeldt)
Unit 3: Teaching Methods		
Sept 21	Review of Teaching Methods	Read Chapters 9 from <i>Creative Bible Teaching</i> (Richards/Bredfeldt)
Sept. 28 – Class Meeting	Drama & Role Play: A Teaching Method Teaching with Games & Stories	Read Chapter 1-5 from <i>Creative Teaching Methods</i> (LeFever) Read Chapter 7-8 from <i>Creative Teaching Methods</i> (LeFever) Submit Teaching Methods Handouts to Blackboard
Oct 5	Review Teaching Evaluation Tool Teaching with Discussion & Case Study	Submit Micro Teach #1 Lesson Plan to Blackboard Read Chapters 9-10 from <i>Creative Teaching Methods</i> (LeFever)
Oct 12 – Class Meeting	Teaching with Music & Art The Focus of the Lesson Plan	Read Chapters 12-13 from <i>Creative Teaching Methods</i> (LeFever) Read Chapters 10-11 from <i>Creative Bible Teaching</i> (Richards/Bredfeldt) Submit Teaching Evaluation Tool Rationale on Blackboard

Date	Course Topics	Assignments
Unit 4: Teaching the Class		
Oct 26 – Class Meeting	Micro Teach #1 (in-class teaching session)	Submit Micro Teach #1 Peer Review Micro Teach Lesson Plans
Nov 2	Common Practices of Great Teachers Motivating the Learner	Read Chapter 13 from <i>Creative Bible Teaching</i> (Richards/Bredfeldt) Read Chapters 14 from <i>Creative Bible Teaching</i> (Richards/Bredfeldt) Submit Micro Teach #1 Reflection Paper
Nov 9 – Class Meeting	Micro Teach #1 (in-class teaching session) (If needed)	Read Chapter 19-20 from <i>Creative Bible Teaching</i> (Richards/Bredfeldt) Micro Teach Lesson Plans (If needed)
Unit 5: Teaching a Small Group		
Nov 16 – Class Meeting	Evaluating the Results	Submit Micro Teach #2 Lesson Plan & Video to Blackboard Discussion Board
Nov. 30	Continue working on assignments.	
Dec 7	No Class – Work on finishing assignments	Submit Micro Teach #2 Peer Review Submit Micro Teach #2 Reflection Paper Submit Reading Report on Blackboard

Additional Course Information

Absences, Make-up Work and Academic Policies

As stated in the Graduate Catalog, students may miss a maximum of four classroom hours during the semester for an 8x hybrid class. Three late arrivals or early departures to/from class count as one absence. The student will receive an automatic grade of "F" when he/she exceeds four classroom hours absent. Academic policies related to absences, examinations, and other topics can be found in the online [New Orleans Baptist Theological Seminary Graduate Catalog](#).

Blackboard: You are responsible to check Blackboard for grades, assignments, course documents and announcements. You are responsible for maintaining current information regarding e-mail address on the Blackboard system and Self-Serve. **Blackboard** will be used to communicate with students, collect assignments and grade coursework.

Assignment Submission

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.

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.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

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.

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.

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.

Writing Style Guide

Writing assignments should follow the NOBTS/Leavell College Manual of Form and Style (revised August 2019). To access this manual on the seminary website, please use the following link: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

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. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications you may need that are able to be provided.

Emergency Plan: In the event the NOBTS schedule is impacted due to a natural event, go to the seminary's website for pertinent information. Class will continue as scheduled through the Blackboard site. Please note announcements and assignments on the course's Blackboard site.

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, MD: 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, MI: Baker Books, 1998.

Habermas, Ronald T. *Teaching for Reconciliation: Foundations and Practice of Christian Educational Ministry*, rev. ed. Eugene, OR: Wipf and Stock, 2001.

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- Knight, George R. *Philosophy & Education: An Introduction in Christian Perspective*, 3rd ed. Berrien Springs, MI: Andrews University Press, 1998.
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- Pazmiño, Robert W. *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids, MI: Baker, 2001.
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- 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.
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Zuck, Roy B. *Teaching as Jesus Taught*. Grand Rapids, MI: Baker Books, 1995

CEE6211 TEACHING PRACTICUM

TEACHING EVALUATION TOOL (INSTRUCTOR)

Student Teacher's Name _____ Professor's Name _____

Date ___/___/___

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

Score	Application	Communication	Score
<input style="width: 40px; height: 40px;" type="text"/>	<p>1. USING LEARNING METHODOLOGY (ACTIVITIES) How many different methods of teaching were used? Were the methods appropriate to accomplish the desired outcome?</p> <p>Comments: _____</p>	<p>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?</p> <p>Comments: _____</p>	<input style="width: 40px; height: 40px;" type="text"/>
<input style="width: 40px; height: 40px;" type="text"/>	<p>2. USING APPROPRIATE LEARNING AIDS – Were the aids helpful to the learning process? Were the aids visible? Were they presented with naturalness?</p> <p>Comments: _____</p>	<p>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?</p> <p>Comments: _____</p>	<input style="width: 40px; height: 40px;" type="text"/>
<input style="width: 40px; height: 40px;" type="text"/>	<p>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?</p> <p>Comments: _____</p>	<p>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.</p> <p>Comments: _____</p>	<input style="width: 40px; height: 40px;" type="text"/>
<input style="width: 40px; height: 40px;" type="text"/>	<p>4. PLANNING FOR FOLLOW-THROUGH – Was there a definite assignment made for the coming week? Could the teacher have made follow-through more purposeful?</p> <p>Comments: _____</p>	<p>9. OBSERVING THE EVIDENCE OF PLANNING AND PREPARATION – Did you consider the equipment, room, teaching materials appropriately arranged?</p> <p>Comments: _____</p>	<input style="width: 40px; height: 40px;" type="text"/>
<input style="width: 40px; height: 40px;" type="text"/>	<p>5. ACHIEVING THE STATEMENT OF THE LESSON AIM OR LEARNING OBJECTIVES – Were the aims and objectives achieved?</p> <p>Comments: _____</p>	<p>10. PERSONAL CHARACTERISTICS – Any distracting mannerisms? Good eye contact? Enthusiastic? Courteous and tactful? Good voice and diction? Proper use of English?</p> <p>Comments: _____</p>	<input style="width: 40px; height: 40px;" type="text"/>

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