



## **CEEF6311 Teaching Practicum**

New Orleans Baptist Theological Seminary  
Church Ministry Division  
Spring, 2023 T/Th 8:00 – 9:20

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### **Mission Statement**

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.

### **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:

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

### **Textbooks**

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, 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 Methodology**

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

### **Course Requirements**

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

#### **1. Classroom Participation (15%)**

**Due: Weekly**

Respond to questions pertaining to learning units and interact with the professor and 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.

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

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

Each method handout should include:

- 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
- 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 reference to source material.

Upload the Teaching Methods Handouts using the assignment link on Canvas.

### **3. Micro Teach Lesson Plan #1 (15%) Due: Weeks 6 and 8**

#### Rough Draft

Write an original 15-minute Bible study lesson plan on either 1 Samuel 16 or Acts 9. The micro-teach lesson must consist of the elements of the Lesson Plan presented in Teaching the Bible, which correspond to the Hook, Book, Look, Took elements:

- a. Learning Readiness - an opening activity (Hook)
- b. Bible Study - reading the scripture passage (Book)
- c. Learning Activities - one learning method/activity (Look)
- d. Target Evaluation – to evaluate student learning (Took)
- e. Conclusion – summary/application statement to tie up the lesson.

The lesson plan should be **2 to 3-pages** in length. This lesson plan is a skills demonstration, not a typical 60-minute Bible study lesson. See the sample lesson plan on Canvas for assistance with this assignment. *The rough draft will be returned with feedback from the professor.*

#### Final Draft

Submit the revised draft of the lesson plan when you conduct the micro teach presentation #1.

### **4. Micro Teach Presentation #1 (20%) Due: Week 8**

Conduct a micro-teach (15 minutes) of Micro Teach Lesson Plan #1. This is a skills demonstration, not a typical 45 to 60-minute Bible study lesson. **\*\* Don't lecture for 10-15 minutes – this is *teaching* practicum, not *preaching* practicum \*\***

### **5. Micro Teach Presentation #1 Analysis Paper (5%) Due: Week 10**

Review the peer and professor feedback and write a **2 to 3-page analysis** of the micro-teaching session including areas of the teaching session strengths/weaknesses and possible improvements.

### **6. Micro Teach Presentation #2 (20%) Due: Week 12**

Conduct and record a micro-teach (15 minutes) outside of class of a selected biblical passage. Possible teaching contexts include: Sunday School class, home group, or seminary classroom. The session must:

- be recorded from start to finish
- be a minimum of 13 minutes and a maximum of 15 minutes
- include a minimum of 5 “learners”

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

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

#### **Submit a link to the YouTube recording on the designated Canvas Discussion Board.**

Consider using a smartphone video camera or laptop webcam for recording your teaching session. 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.

### **7. Peer Reviews of Micro Teach Presentation #2 (15%) Due: Week 13**

Review two micro teach presentations posted on the designated discussion board. Once a presentation has two reviews, it can't be reviewed again. Post the peer review as a response on the

discussion board and also submit to Assignments.

### 8. Micro Teach Presentation #2 Analysis Paper (5%) Due: Week 14

Review the peer feedback and write a **2 to 3-page analysis** of the teaching session including areas of the teaching session strengths/weaknesses and possible improvements.

### 9. Class Presence and Participation

Class presence and participation points may be earned to encourage your active class participation and discussion. You will earn a perfect score if you attend class and actively contribute to the class discussion.

*Presence:* Although it is not required, a brief e-mail of explanation in advance of the absence is appreciated. Attendance is taken each class period.

*Participation:* I am less concerned with “right” or “wrong” answers than I am with thoughtful contributions which follow the discussion and either add to it or move it in a new direction. If you find it uncomfortable to speak up in class, I encourage you to work on this skill, as this is an integral component of ministerial training.

### Evaluation of Grade

The professor will prescribe a grade based upon the student’s completion of the following:

Teaching Methods Handouts	10%
Micro Teach #1 Lesson Plan	15%
Micro Teach #1 Presentation	20%
Micro Teach #1 Analysis	05%
Micro Teach #2	20%
Micro Teach #2 Analysis	05%
Peer Reviews of Micro Teach #2	15%
Class Presence and Participation	10%

### Course Schedule

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

Wk	Date	Course Topics	Assignments
Unit 1: Introduction			
1	1/17	Course introduction; Syllabus	Review Course Syllabus
	1/19	Learning Experiences	
Unit 2: Learning Objectives			
2	1/24	Review of Learning Objectives	Read Chapters 1-3, 6 from <i>Creative Bible Teaching</i>
	1/26	Instructional Learning Theory	

<b>Wk</b>	<b>Date</b>	<b>Course Topics</b>	<b>Assignments</b>
3	1/31	Learner Motivation Micro Teach Lesson Template	Read Chapters 7-8 from <i>Creative Bible Teaching</i>
	2/2		
Unit 3: Teaching Methods			
4	2/7	Review of Teaching Methods Drama & Role Play	Read Chapters 9 from <i>Creative Bible Teaching</i> Read Chapter 1-5 from <i>Creative Teaching Methods</i>
	2/9		
5	2/14	Teaching with Games & Stories Review Teaching Evaluation Tool	Read Chapter 7-8 from <i>Creative Teaching Methods</i> Teaching Methods Handouts Due
	2/16		
6	2/21	<b>Mardi Gras – No Class</b>	
	2/23	Teaching with Discussion & Case Study	Read Chapters 9-10; 12-13 from <i>Creative Teaching Methods</i> Rough Draft of Micro Teach #1 Lesson Plan Due
7	2/28	Teaching with Music & Art	
	3/2	The Focus of the Lesson Plan	Read Chapters 10-11 from <i>Creative Bible Teaching</i>
Unit 4: Teaching the Class			
8	3/7	<b>Micro Teach Presentations</b>	Revised Micro Teach Lesson Plan #1 and Micro Teach Presentation Due
	3/9		
9	3/14	<b>Spring Break</b>	
	3/16		
10	3/21	Common Practices of Great Teachers	Read Chapters 13 from <i>Creative Bible Teaching</i> Micro Teach #1 Analysis Paper Due
	3/23	Motivating the Learner Evaluating the Results	Read Chapters 14; 19-20 from <i>Creative Bible Teaching</i>
Unit 5: Teaching a Small Group			
11	4/4	Library Day (no class)	
	4/6		
12	4/11	Library Day (no class)	Post Video of Micro Teach #2 on Discussion Board and Assignments Lesson Plan #2 Due
	4/13		
13	4/18	Library Day (no class)	Peer Reviews of Micro Teach #2 Due
	4/20		
14	4/25	Library Day (no class)	Micro Teach #2 Analysis Paper Due
	4/27		

## Course Policies

**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.

**Assignment Formatting:** Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs are acceptable – and will preserve your formatting.

**Assignment Submission:** All assignments are to be submitted to Canvas by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor.

**Classroom Decorum:** Your participation is required for every class session. You are expected to:

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

**Disabilities and Accommodations:** New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

**Electronic Devices:** Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

## **Attendance Policy**

**Traditional Classes:** Students are expected to attend and participate in the class sessions. Any student missing more than nine hours may receive an automatic grade of “F” for the course. Three tardies will count as one absence.

**Grading Scale:** Your 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 2013-2014 catalog.

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

**Late Assignments:** Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100-point assignment, 3/.3 points for a 30-point assignment). No assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

**Netiquette: Appropriate Online Behavior:** Each student is expected to demonstrate appropriate Christian behavior when working online. 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.

**Plagiarism:** A high standard of personal integrity is expected of all students. Copying another person’s work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

**Professor’s Absence or Tardiness:** If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

**Recording Policy:** Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

**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 notice.

**Withdrawal from the Course:** The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can’t issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

## **Additional Information**

**Canvas and CampusNexus Student (CNS):** You are responsible for maintaining current information regarding contact information on Canvas and CNS. The professor will utilize both to communicate with the class. Assignment grades will be posted to Canvas.

**Correspondence with the Grader:** Contact the grader via email at [peaveygrader@gmail.com](mailto:peaveygrader@gmail.com). The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only.

The grader may not respond to late night or weekend e-mails until regular “business” hours. Please respect the grader’s personal time. Remember, graders are students as well and have their own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

**Correspondence with the Professor:** Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

**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](http://www.nobts.edu)

**Mandatory Evacuation:** Hurricane season lasts from June 1 to November 30. If the Mayor 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:** Sign up for the NOBTS emergency text messaging service at <http://nobts.edu/NOBTSEmergencyTextMessage.html>

**Office Hours:** Hours are posted outside the office door. Email the professor to arrange a meeting outside of posted hours.

**Student Wellness:** Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your academic and ministry goals and cope with stress. All of us benefit from support during times of struggle. Helpful resources are available on campus and an important part of the seminary experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. The Dean of Students office is here to help and may be contacted at 282-4455, ext.3283 or [deansec@nobts.edu](mailto:deansec@nobts.edu). The Leeke Magee Christian Counseling Center may be contacted at 504-816-8004 or [lmccc@nobts.edu](mailto:lmccc@nobts.edu). Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

**Technical Support:** Need technical assistance? Contact the ITC today:

1. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/)- Email for general technical questions/support requests.
2. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu)- Email technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) or [My.nobts.edu](http://My.nobts.edu) site (Access to online registration, financial account, online transcript, Faculty portal, etc.)
3. [Canvas@nobts.edu](mailto:Canvas@nobts.edu) Click on the “Help” button for technical questions/support requests regarding the NOBTS Canvas System. You can also email questions to [Canvas.nobts.edu](http://Canvas.nobts.edu) / [nobts.instructure.com](http://nobts.instructure.com).
4. [Bluejeanshelpdesk@nobts.edu](mailto:Bluejeanshelpdesk@nobts.edu) - Email technical questions/support requests with Bluejeans and NOBTS Bluejeans classrooms (On and Off-Campus).
5. [TelephoneHelpDesk@nobts.edu](mailto:TelephoneHelpDesk@nobts.edu)- Email technical questions/support requests with the NOBTS Nextiva Phone system.

6. [504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests. (Currently available Mon-Thurs 7:00am-9:00pm & Fri 7:00-7:00pm Central Time).

### **Writing Style Guide**

A copy of the approved NOBTS Style Guide can be found in the course Canvas 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>

### **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.

### **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.
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- 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.
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- \_\_\_\_\_. *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.

# CEEF6311 TEACHING PRACTICUM

## TEACHING EVALUATION TOOL (INSTRUCTOR/PEER)

Student's Name \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Reviewer's Name \_\_\_\_\_

### Application

### Communication

- /30 1. **USING LEARNING METHODOLOGY (ACTIVITIES) –**  
How many different methods of teaching were used? Were the methods appropriate to accomplish the desired outcome?  
Comments: \_\_\_\_\_
- /30 2. **USING APPROPRIATE LEARNING AIDS –**  
Were the aids helpful to the learning process? Were the aids visible? Were they presented with naturalness?  
Comments: \_\_\_\_\_
- /5 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: \_\_\_\_\_
- /5 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 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? /5
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: \_\_\_\_\_ /5
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: \_\_\_\_\_ /5
9. **OBSERVING THE EVIDENCE OF PLANNING AND PREPARATION –**  
Did you consider the equipment, room, teaching materials appropriately arranged?  
Comments: \_\_\_\_\_ /5
10. **PERSONAL CHARACTERISTICS –**  
Any distracting mannerisms? Good eye contact? Enthusiastic? Courteous and tactful? Good voice and diction? Proper use of English?  
Comments: \_\_\_\_\_ /5

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

