

ELEMENTS OF TEACHING

By Dr Francis Burgula

OUTLINE OF THE COURSE

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(Teaching as a calling/vocation)

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Name: _____

Prerequisites for effective teaching (Teaching as a calling/vocation)

Class One Notes

A teacher's influence is far reaching, so it is challenging to define what outcomes might show effectiveness and how those outcomes should be measured. In addition, many variables outside the teacher's control also affect each of the potential measures of effectiveness. Despite the complexities, we can agree that effective teachers do have an extraordinary and lasting impact on the lives of students. (James H Stronge, Qualities of effective teachers)

Effective teaching is a continual learning process, and each school year brings changes (new students, new materials, new methods, new context, and new technology) to which competent teachers must adapt.

Verbal ability: Teachers make connection with their students, colleagues and student' families through words and actions. Effective teachers know their students and how to communicate with them, both individually and collectively. Verbal ability is an indicator of teacher effectiveness because it relates to how well a teacher conveys concepts and skills to students. So in general a good or constantly improving communication skill is one of the pre-requisites for an effective teacher (learning the new lingo, vocabulary, terms...etc).

Content Knowledge: Teachers cannot teach what they don't know. One of the pre-requisites of an effective teacher is that they know the essentials of the subject and they convey their enthusiasm, understanding and knowledge to students. You can't be excited about something you don't know or you are not sure of, therefore a clear though not complete or perfect knowledge of the subject matter or content is essential. "When it's **foggy** in the pulpit it's cloudy in the **pew**." - Cavett Robert. Successful teachers are also better able to connect the "real world" to the topics addressed in the lessons.

Educational coursework: A formal opportunity to learn, study the basic science and art of teaching is essential to becoming an effective teacher. Educational coursework provides a framework and helps the teacher with planning, assessment, class-room management, student development and communication skills. Often in a church context, the pastor or some church leader asks another leader to teach

because he or she has basic knowledge of the subject, however without this basic training, most teachers will fail to be effective because they don't have a good theoretical foundation of education or teaching/learning process. For those who seriously consider teaching as a profession teacher certification and continuous participation in professional development is often a requirement.

According to John Van Dyk (the craft of Christian teaching) the following myths or sentiments are the culprits for the neglect of proper Christian education:

1. **Teachers are born, not made:** If teachers are born, not made, then any talk about how to teach is simply a waste of time. It is true, of course, that good teachers have a talent for teaching, just as a good musician. While talent is essential, it is not enough, it has to be accompanied by much careful preparation, if not they are left to a "trial and error" learning process, which at first may look impressive but soon nagging questions arise about the why and how of the teacher's methods.
2. **Teaching is an art that cannot be learned** – in the history of education a pendulum swing between "teaching is an art" and "teaching is a science" has often been debated. If it was just a science all we need is a standard blueprint for good teachers and ask everybody to follow the template. There is much artistry in good teaching, just like an engineer prides himself in the artistry of building a bridge, but both of them require careful and prolonged study and practice. It requires deep understanding of fundamental and scientific principles.
3. **If you are a Christian you should be able to teach the bible:** The automatic view holds that if you are a sincere, confessing, born again Christian you should be able to teach the basics of the Bible. While a commitment to Jesus is absolutely essential to become a Christian teacher that does not automatically make us good and effective communicators of the gospel. Knowing the truth requires the discipline of study, teaching the truths require the discipline of learning skills of communication.
4. **Just teach what works, don't bother me with all the theory:** Today an opinion prevails that somehow theory is irrelevant and can safely be ignored. Most of the time what works today may not work tomorrow and may be

proved wrong soon. It is important to grapple with the question of why and not just give simple answers of how. Teachers who think that theory is irrelevant are eroding the foundations of education, both theory and practice should be emphasized in good education. We should not only teach what the right answer is, but also why it is the right answer.

Teaching as a Calling:

Minori Nagahara wrote an article entitled “Teaching as a Christian Vocation” in which he writes: For many Christian teachers, the act of teaching—of creating opportunities and conditions which allow students’ learning and growth to take place—is not just a career choice, but is part of their vocation, their calling from God. How does anyone know that teaching is part of their Christian vocation and not just a passing interest or one career option out of many?

Frederick Buechner suggests a helpful starting point to determine our vocation when he writes, “the place God calls you to is the place where your deep gladness and the world’s deep hunger meet.” Deep self-knowledge and a sense of where we personally see the world’s needs point us toward where God wants us to meet those needs and, by doing so, participate in his work here on earth.

The first step in discovering our God-given vocation involves the act of identifying and affirming the talents, abilities and personality we have been given. This cannot be done with pride or arrogance. In order to responsibly determine what we have been called to do with our lives, it is helpful to gather information about who we are, where we have come from, what we enjoy, what our temperaments are like, and where our strengths and weaknesses lie. Particularly encouraging is the idea that God allows us to pursue the things that bring us joy and gladness. Those who find a deep sense of gladness in helping other people learn and grow and those who take delight in the process of learning and teaching often find their calling in education.

The teacher as a Person: Class 2 Notes

Teaching is a vocation for which some people have a natural talent (which they nurture and maintain), while others may have the inclination but need to develop some of the necessary skills, and others simply may not be suited to the demands of the role. We do know that the most effective teachers are passionate about their chosen profession.

When people are asked about their best teachers, they often recount how the teacher made them feel before mentioning how much they learned. It is a subtle yet important distinction. A teacher's interpersonal skills are the basis for creating strong working relationships and a positive classroom climate for learning. Individuals remember the relationships, and those relationships can be powerful motivators to learning.

Role of caring: The impact of teachers on student learning is increased when students are taught by well-prepared teachers who combine their knowledge of the content and instruction with a deep sense of caring about their students. This valuing of the students as an individual is important in establishing and sustaining relationships. **John C. Maxwell** - "People **don't care** how much you know until **they** know how much you **care**". Caring is expressed in many forms, here are some examples:

- Demonstrate better listening skills
- Ability to express their feelings
- Knowing students on a personal level
- Demonstrating patience, honesty, trust, humility, hope and courage
- Accommodating students' needs, being flexible
- Valuing students' input in problem solving

Role of fairness and Respect: Fairness and respect are two attributes that require ongoing effort to maintain. Obviously, everyone wants to be treated in a fair and respectful manner, but their definition of terms could be very different. Perception is very powerful in determining fairness and respect, as each individual has his or her own internal definition of fairness and respect. As a result, once a student opinion has been set, it is difficult to change it, particularly with younger kids or

students. Effective teachers demonstrate respect in a variety of ways; from their treatment of students to how they work with student' families, they know each student by name early in the school year, pay attention to individual talents, abilities, moods...etc. By involving the students and their families, effective teachers are respecting the children's first teachers, their families, and engaging them as partners in the student's ongoing journey through school.

Social interactions with students: Social interactions are a natural outgrowth of caring by teacher and are fostered through meaningful dialogue, common areas of interest, and shared experiences. Effective teachers are friendly, open, honest, understanding and confident, they convey a sense that students are valued and that they enjoy working with students. In turn, students work harder for teachers who they perceive as being honest with them and who believe in their abilities. The relationship becomes a source of influence that is fueled by the interpersonal dynamic between teacher and student. Caution: Since we are in a position of authority and influence, we need to maintain a healthy boundary and not be overly involved in a student's personal life, involve the parents as much as possible.

Promotion of enthusiasm and motivation for learning: To use a sports analogy, teachers are coaches, athletic trainers, equipment managers, and cheerleaders all rolled into one. As a coach, the teacher has a game plan for learning and explains in precise detail to ensure that students are capable of successfully executing it. As the athletic trainer, the teacher assumes the role of patching up players so that they are not hampered by previous injuries. As the equipment manager, the teacher ensures that students have the resources they need to get the job done. Finally as a cheerleader, the teacher eventually moves to the sidelines as the players are ready to execute a game plan on their own. Effective educators use their own enthusiasm for the subject as a tool to reach and motivate students. They are enthusiastic about the content they are teaching, their goal is not simply to present the material, but to see students succeed in acquiring new knowledge.

Role of reflective practice: People refer to hindsight as being 20/20. For effective teachers, this nod to hindsight is more than a casual observation; it is a deliberate and thoughtful reflection that is part of professional practice. Reflection is the 'supervisor' that encourages teachers to continue what worked and correct what isn't working. Many educators are introduced to reflection and evaluation during

the training time, but effective teachers make it a lifelong professional practice. Reflection is not an easy undertaking, as teachers must be open to confronting the fact that there is much that they do not know and make several uncomfortable adjustments in their teaching style and actions.

William Yount writes “Growth in emotional maturity is reflected in sensitivity, flexibility and grace. Sensitivity consists of tolerance, patience and tenderness. Teaching is sometimes painful for teachers, we confront ignorance, confusion, and prejudice every day. But we must first hear the perspective of our students before we can lead them to a broader or deeper understanding of the subject. If we do not respect them as person’s or worth, regardless of their views and understanding, how can we expect them to respect us?”

Patience: Teaching is messy, even when we have our lesson plans and goals and materials nicely prepared and in order, things happen that rock our teaching boat. Interruptions are irritating to teachers when “the lesson” is more important than their students. Be patient and remain calm during distractions or interruptions and bring them back to the subject with a natural transition if possible.

Flexibility: Structure and flexibility are complementary parts of a whole. Well-planned class sessions are necessary but not sufficient, since plans are static, lifeless and cold, mature teachers balance structuring planning with flexible execution. Too much structure leads to mind-numbing, mechanical learning. Too much flexibility, however leads to confusion and hopeless wandering. “so class what would you like to discuss today?” Structure and flexibility live best in balance. Such balance as in marriage, is not consistently a fifty-fifty proposition. Some situations call for greater structure; others, for greater flexibility. In the long run however, structure and flexibility must complement each other, balance out each other. Life happens; and when it does, mature teachers make the adjustments necessary to ensure a good course regardless. There must be flexibility in structure.

Class 3: Classroom management and organization

Effective teachers expertly manage and organize the classroom and expect their students to contribute in a positive and productive manner. They take time in the beginning of the year and especially on the first day of school to establish classroom management, classroom organization, and expectations for student behavior. Effective teachers create focused and nurturing classrooms that result in increased student learning. These teachers teach and rehearse rules and procedures with students, anticipate students' needs, possess a plan to orient new students, and offer clear instructions to students. They use minimum number of rules to ensure safety and productive interaction in the classroom, and they rely on routines to maintain a smoothly running classroom.

Rules: Virtually everything that involves interactions among people requires rules, a rule is “fixed” meaning it does not change regardless of the situation. In reality, we know that rules have to undergo occasional modifications in the everyday life of a classroom. Nonetheless, rules establish the boundaries for behavior and consistency in their implementation is essential to effective classroom management. A good rule of thumb is to have just a few rules, should be written as a positive statement so that the students know what the desired behavior is. However, if something is an absolute such as “No gum chewing”, then it is simpler to just say so. Rules must be clearly stated so the students understand, should be reasonable and explained, should be enforceable, focus on behavior and not just on specific misdeed. Effective teachers have a minimum number of classroom rules, which tend to focus on expectations of how to act toward one another, maintain a safe environment, and participate in learning. These teachers offer clear explanations of the rules, model the rules, rehearse the expectations with students, and help the students meet the expectations.

Routines: Classrooms typically require many routines to operate efficiently and effectively. For example, routines commonly include how to enter and leave the classroom, take attendance, secure material, dispose of trash, turn in assignments...etc. Anything that happens often in a classroom, the teacher sets up a routine. Effective teachers invest the time at the start of the school year to teach the routines. By establishing and practicing routines that require little monitoring,

teachers ensure that the focus of the classroom is more squarely on instruction. In essence, routines shape the classroom climate.

Classroom organization: While rules and routines influence student behavior, classroom organization affects the physical elements of the classroom, making it more productive environment to its users. Classroom organization is evident in a room even if no one is present. Furniture arrangements, location of materials, displays...etc are all part of organization. Effective teachers decorate the room with student work, they arrange the furniture to promote interaction as appropriate (tables and chairs), and have open spaces for working and other activities. Effective teachers think about the little details that enhance the use of available space in the classroom.

Expectations for student behavior: Effective teachers have higher expectations for how students are to conduct themselves in the classroom than their less effective colleagues. They teach expectations to students and reinforce the desired behaviors with their verbal and nonverbal cues. They often hold students individually accountable and if necessary, use intervention strategies to help students learn the desired behavior. Through fair and consistent discipline, teachers reinforce their expectations of students and create a classroom that is focused on instruction.

Class 4: Planning and organization for instruction

The triad of teaching by William R Yount (Called to teach):

The heart, head and the hands: The feeling, the thinking and the doing circles.

The thinking circle represents the cognitive aspect of learning and includes such elements as knowing facts, solving problems, analyzing case studies. The goal is to develop deeper understanding and critical thinking skills in any given situation. However too much thinking is dangerous, excessive emphasis on the rational can produce an atmosphere that is dry and impersonal. It is one thing to understand the concept of honesty, but quite another to live honestly; one thing to understand salvation, but quite another to commit your life to Jesus Christ. That is why we need to move from cognitive circle to affective circle.

The feeling circle represents the affective aspect of teaching and learning. This circle includes sharing personal experiences, developing positive attitudes, establishing values, reorganizing priorities, and living out the truths of the subjects. As teachers we should help students develop positive attitudes and values. Small groups, group discussions, personal sharing, examples, stories, humor can all help in developing the affective aspect of teaching. However, too much emphasis on personal experience can be dangerous because it can produce shallow, purely subjective, self-centered and speculative study. The students will love the teacher because he made them feel good, but unless the teacher moves them to the doing circle the learning is not complete.

The doing circle represents the behavioral aspect of teaching and learning. Learners may understand love, but do they love, they may understand forgiveness, but do they forgive, they may value missions but do they support missions tangibly with time and money? This circle puts learning into practice, it is hands-on, interactive and task oriented. Without helping students develop the skills required to do their work successfully, we confine them to inactive helplessness.

The goal is to become a synergist, develop a three in one teaching style. Since too much emphasis on thinking leads to a dry, cold, idealistic intellectualism; too much emphasis on feeling leads to mindless, sentimental, impractical fluff; and too much focus on doing leads to mindless, personally irrelevant rituals, as a good teacher we need to integrate all these three aspects in our teaching process.

The thinking circle – the feeling circle – the doing circle

The content (truth) – Personal relevance (connection) – what to do (application)

What is the point? How is it connected to my life? What should I do about this?

Jesus demonstrated this triad in his own teaching: If you notice his parables or teaching style, he often had a clear point to make (a truth or subject matter), he used stories or illustrations to connect to people's life and he often gave clear instructions of what to do. A good teacher not only lays the truth out, but makes sure the students feel or understand the relevance of this truth in their lives and finally helps them with clear application.

Class 5: Communication and instruction

Half the world is composed of people who have something to say and can't, and the other half who have nothing to say and keep on saying it. --Robert Frost

Good communication is as stimulating as black coffee, and just as hard to sleep after. --Anne Morrow Lindbergh

“The secret of a good sermon is to have a good beginning and a good ending, then having the two as close together as possible.” – George F Burns

Effective Speaking

Being able to communicate is vital to being an effective educator. Communication not only conveys information, but it encourages effort, modifies attitudes, and stimulates thinking. As a mean of communication, effective speaking plays a vital role in teacher's life. Though everybody speaks everyday and is able to express ideas, thoughts, or requests, not everybody can do it well. Some people are difficult to follow, some explain their thoughts in a complicated manner, and some are simply boring to listen to.

Attention: The purpose of the attention element is to focus each student's attention on the lesson. The instructor may begin by telling a story, making an unexpected or surprising statement, asking a question, or telling a joke. Any of these may be appropriate at one time or another. Regardless of which is used, it should relate to the subject and establish a background for developing the learning outcomes. Telling a story or a joke that is not related in some way to the subject can only distract from the lesson. The main concern is to gain the attention of everyone and concentrate on the subject.

Motivation: The purpose of the motivation element is to offer the students specific reasons why the lesson content is important to know, understand, apply, or perform. This motivation should appeal to each student personally and create a desire to learn the material. Use illustrations or statistics, current events to show the connection of this lesson to the lives of the students.

Overview: Every lesson introduction should contain an overview that tells the group what is to be covered during the period. A clear, concise presentation of the

objective and the key ideas gives the students a road map of the route to be followed. Give them the big picture, the main points of this class.

Explanation: Development is the main part of the lesson. Here, the instructor develops the subject matter in a manner that helps the students achieve the desired learning outcomes. The instructor must logically organize the material to show the relationships of the main points. The instructor usually shows these primary relationships by developing the main points in one of the following ways: from past to present, simple to complex, known to unknown, and most frequently used to least frequently used.

Conclusion: An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap-up of ideas reinforces student learning and improves the retention of what has been learned. New ideas should not be introduced in the conclusion because at this point they are likely to confuse the students.

Some practical suggestions for public speaking, teaching or preaching:

1. Use plain and simple words unless the audience is specialized in the subject area. Use simple sentences for the message to be easier to comprehend.
2. Do not speak too fast. It is difficult to comprehend information if much of it is presented in a short period of time.
3. Do not make it difficult for the listener to hear, make sure you are speaking loudly and clearly.
4. Make pauses. Pauses between sentences and ideas will give a listener some space to think the words over, to understand the message.
5. Structure and connect ideas. Major points should be presented in a logical manner. Otherwise it is difficult to follow the speaker. So, make sure that each next thought expressed expands on the subject and on the previous point.
6. Don't start with an apology or long formal greetings....etc.
7. Support ideas not only with words, but with intonation and nonverbal means of communication as well. Proper intonation can stress certain ideas you want to draw attention to. Nonverbal means of communication, such as gestures and

facial expression, establish a closer connection with the audience, and enhance the message being communicated. Punctuate words with gestures – Gestures should complement your words in harmony. Tell them how big the fish was, and show them with your arms.

8. An effective teacher uses a variety of media in their lessons. Like it or not we are in the 21st century and this generation of students was born in the digital age. These students have been bombarded by technological advances unlike any other generation. They have embraced it and if we as teachers do not, then we are falling behind.
9. Make eye contact. It is so important. But if you are facing a crowd you should not look at one for more than 5 seconds
10. Try to add humor. But it should be up to the mark. Vulgar jokes can be a great turn off
11. Plan your transitions; organize your notes, points and illustrations. Bridging between points is key. If possible tell it like a story, that is the best way people remember. You can also wrap points in a story if possible.
12. Employ quotations, facts, and statistics – Don't include these for the sake of including them, but do use them appropriately to complement your ideas.
13. Craft an introduction – Set the context and make sure the audience is ready to go, whether the introduction is for you or for someone else. Spend more time working on your introduction and conclusion.
14. Handle unexpected issues smoothly – Maybe the lights will go out. Maybe the projector is dead. A kid will cry...etc Have a plan to handle every situation.
15. Seek and utilize feedback – Understand that no presentation or presenter (yes, even you!) is perfect. Aim for continuous improvement, and understand that the best way to improve is to solicit candid feedback from as many people as you can.

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. - **William Arthur Ward**

Class 6: Curriculum & syllabus

Building a house is a complex process, but when you break down the entire process into discrete processes, such as preparing blueprints, preparing a construction schedule, and constructing the house according to the blueprint, the complex process becomes manageable. The process of instruction is guided by a plan similar to construction schedule, termed as instructional plan. It is important to distinguish instruction from curriculum. Curriculum is not a process; it is what is intended to be learned. Curriculum represents a set of intentions, a set of intended learning outcomes. Thus, curriculum is similar to a blueprint or an architectural design. Instructional planning, on the other hand, results in a plan outlining the intended process of instruction, thus it is like a construction schedule. We need a blueprint first that will help us plan a construction schedule (Course Design by George J. Posner).

A curriculum is typically a guideline set out for educators that prescribes what they need to teach their students. It tends to outline the subjects that need to be taught, as well as methods for ensuring that each student has indeed learned the necessary materials. The curriculum is usually developed by the school district, or college administration so that teachers are aware of what they are expected to teach throughout the year. It can be used as a guideline for teachers, as many depend on it to develop their coursework.

A syllabus is a descriptive list of the concepts that will be taught in a particular course or class. A syllabus is simply an outline and time line of a particular course prepared by the instructor and presented typically on the first day of the course. It will typically give a brief overview of the course objectives, course expectations, list reading assignments, homework deadlines, and exam dates. The purpose of the syllabus is to allow the student to work their schedule for their own maximum efficiency and effectiveness. It helps to avoid conflicts with other courses, and it prevents someone from accusing a professor of unfairly adding assignments mid-term.

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time.

A unit is a value that indicates the amount of college credit given to a course. In general, one hour of lecture a week equals one unit of credit.

To determine the total time required for a class, it is often suggested that for each hour of class, two hours of study is required outside the class. This is just an approximation but a good reference point to start with.

Example 1: For a 4-unit class you could expect the following:

In-class time = 4 hrs per week (1 hr. for each unit)
Homework = +8 hrs per week (2 hrs. for each unit)
Total time = 12 hrs. per week for one 4-unit class

Example 2: A student enrolled in 12 units in a quarter would need to budget 36 hours per week for school work. This includes 12 hours in class and 24 hours of study time. A student enrolled in 15 units would need to budget 45 hours a week for school work.

Tyler's four questions of curriculum development:

Tyler's (1949) planning model: Tyler's model states how to build a curriculum. He argues that there are really four principles or 'big questions' that curriculum makers have to ask. These questions are concerned with selecting objectives, selecting learning experiences, organizing learning experiences, and evaluating.

Even though Ralph Tyler (1902-1994) published more than 700 articles and sixteen books, he is best known for a "little" book known as *The Basic Principles of Curriculum and Instruction*. This 128 page book was originally published as the course syllabus for his Education 360 class in 1949 (Tyler, 1949). Tyler's straightforward philosophy presented in this book was, and continues to be highly influential in the field of Education. Through this book he is able to concisely outline a series of basic steps for developing curriculum.

1. What educational purposes should the school seek to attain? What are you going to teach and how this material is relevant to the common purposes of schooling? (Defining appropriate learning objectives.)
2. How can learning experiences be selected which are likely to be useful in attaining these objectives? What methods are you going to use to deliver instruction? (Introducing useful learning experiences.)

3. How can learning experiences be organized for effective instruction? How can you effectively organize your information and presentations? (Organizing experiences to maximize their effect.)
4. How can the effectiveness of learning experiences be evaluated? How do you know you taught the content or process successfully? (Evaluating the process and revising the areas that were not effective.)

Creating a Course Syllabus

Why create a syllabus?

A syllabus is a "learning contract" between you (the instructor) and the students. It sets the ground rules for all the classroom goals, objectives, activities, assessment tools, policies and exceptions. In normal use, the syllabus will serve as a planning tool for both instructor and students.

The syllabus should be available to students on the very first day of class, or ideally well ahead of time, to alert them about prerequisite courses, required materials, time commitment and such.

What should a syllabus contain?

- Course description
- Instructor contact information and office hours
- Course goals and objectives
- The place and role of the course in the program of study
- How to study for this course
- Detailed course calendar
- Course requirements: reading material, list with references...etc
- Evaluation specifics: List of assignments, with due dates and point values
- Grading: Grading criteria, Examples of good assignments, Opportunities for extra credit
- Course policies (Attendance, class etiquette and class participation policies, Policy for dealing with late submissions, dealing with academic dishonesty)

Class 7: Course design, Lesson plan and ILO's

Every teacher desires to teach in such a way that what is taught will make a difference in the lives of the class members, but for that to happen we as teachers must understand the steps and principles of learning process (Notes from Teaching for results by Findley B Edge).

Step # 1: Exposure: A person must be exposed to the truth before he or she can learn it. Someone said “You can't teach an absentee”, whether we like it or not, we must reach people before we can teach them, make sure they come to the class.

Step # 2 Repetition: Since in Sunday school we teach at intervals of one week; children or adults easily forget during the week what they learned on Sunday, therefore we have to plan ways to reinforce, involve parents in reminding the kids and help the adults understand the need for daily study or meditation. Our members are content to come, sit, and listen – but to do nothing. The teacher must challenge and inspire the members to healthy Bible study habits.

Step # 3 Understanding: Many of us hear what the Bible says about various things, but we do not understand what these teachings mean for our daily living. The teacher must focus on making sure the students understand the lesson and see the relevance of the truth to their life.

Step # 4 Conviction: Just because a person understood something that does not mean he or she is going to do it. The longest distance in the world is between the head and the heart. If change has to take place in life, our understanding must lead us to conviction that leads us to action. It is quite evident that it is possible for Christians to believe religious doctrines and spiritual ideals and yet not have a conviction that is deep enough to lead them to follow these truths in their daily life.

Step # 5 Response: Teachers must discuss with class members during the session the ways and possible opportunities they will have to express in action the truth they studied. The lesson is not complete till we talk about what we did in response to our learning; we can do this either in small group or in the following weeks of class. Ask them to share their experiences of applying this truth to life.

Five Principles of learning:

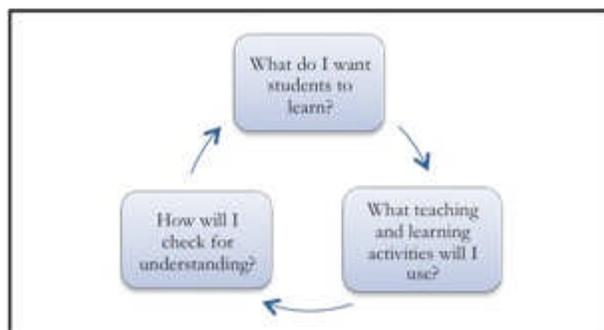
1. The principle of prior understanding: We learn by adding to what we already understand.
2. The principle of interest: We learn what interests us.
3. The principle of Need: We learn what we perceive as needed for life.
4. The principle of Activity: We learn best through doing things, activity.
5. The principle of identification: We learn most from the people with whom we identify, relate or worthy of our imitation.

Intended Learning Outcomes (ILOs): An intended learning outcome is a statement of what the student is to learn, it may be a statement about facts, ideas, principles, skills, techniques or values. ILOs are generally grouped into two categories: skills and understandings. Understanding can be thought of as “knowing that”, ideas, concepts, facts, theories and principles are some of the things that can be known. Skills can be thought of as “knowing how”, skills include mental abilities, problem solving, physical abilities such as bicycling, sports...etc (Course Design by George J Posner).

Strategies for Effective Lesson Planning

By Stiliana Milkova, Center for Research on Learning and Teaching, University of Michigan.

A lesson plan is the instructor’s road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components: 1. Objectives for student learning, 2. Teaching/learning activities and 3. Strategies to check student understanding.



Six steps to guide you when you create your first lesson plan:

(1) Outline learning objectives: The first step is to determine what you want students to learn and be able to do at the end of class. What is the topic of the lesson? What do I want students to learn? What do I want them to take away from this particular lesson? Once you outline the learning objectives for the class meeting, rank them in terms of their importance. This step will prepare you for managing class time and accomplishing the more important learning objectives in case you are pressed for time.

(2) Develop a creative introduction to the topic to stimulate interest and encourage thinking. You can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, etc.). What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse? What will I do to introduce the topic?

(3) Plan the specific learning activities (the main body of the lesson) As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion. What will I do to explain the topic? How can I engage students in the topic? What are some relevant real-life examples, or situations that can help

(4) Plan to check for understanding: Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students in order to check for understanding.

(5) Develop a conclusion and a preview: Go over the material covered in class by summarizing the main points of the lesson. You can do this in a number of ways: you can state the main points yourself (“Today we talked about...”), you can ask a student to help you summarize them, Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson.

(6) Create a realistic timeline: Just plan two or three key concepts for each class. Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Be flexible – be ready to adjust your lesson plan to students’ needs and focus on what seems to be more productive rather than sticking to your original plan. Pace the lesson in such a way that the introduction, content delivery, practice time, checking for student understanding, review and conclusion are all balanced and you are not rushing at the end of the class.

Class 8: Monitoring Student progress and potential

Effective teachers do more than test students; they constantly monitor and collect evidence of student understanding. They make sure that students know what they are expected to know and design assignments to measure what students should know. Teachers use a whole range of assessment strategies, including informal means to check for student understanding (such as questioning, interpreting body language, and listening to the questions students ask) as well as formal approaches such as quizzes, tests and exams. Assessment is not merely giving grades; it provides feedback on the student's progress, whether they have acquired the needed understanding or skills to move to the next level of learning. Monitoring student progress means that effective teachers continually interact with students to track student learning and adjust instruction as appropriate to meet student needs. A teacher needs to monitor progress just as a physician needs to check the pulse rate and blood pressure each time we visit him.

Assessment and evaluation are a means to an end, not ends in themselves. That may seem obvious, too often, however, North American educators put the horse of learning behind the assessment cart. Many school boards use externally developed tests to impose a central curriculum. The results rank schools and students. Teachers, in turn, teach to the tests and tests often become the main focus of student learning.

Some helpful suggestions for assessment & evaluation in a church context:

1. Remember that we are all uniquely created by God, so focus on the strengths of the individual student without comparing him or her to others.
2. Involve the parents and immediate family for reinforcement of the lessons learned at school. If a student is not getting the lesson or is often distracted talk to the parent to understand the child's situation or context.
3. Just because it is a church, that does not mean we have to put up with bad behavior, if we don't set our standards clear and high, it is very difficult to be productive as teacher. Be firm with students who distract the class.
4. Do not give too much importance to head knowledge, instead reward the application of the knowledge to real life situations.

Class 9: Teacher assessment checklist

Self-Assessment Checklist

Just as with any skilled professional, a good teacher makes the job look easy. But, as any educator knows, the art of teaching requires constant energy, practice, and progress. One essential element of developing as a teacher is taking the time every so often to evaluate one's own practices

This checklist was adapted from Learning to Teach ...not just for beginners: The Essential Guide for All Teachers by Linda Shalaway

Classroom Environment

A well-organized classroom sets the stage for teaching and learning. Evaluate the effectiveness of your space. How is the physical environment, set up of benches, tables, chairs, class room design...etc.

Routines and Procedures

Routines are the backbone of daily classroom life. See if your system is helping you run your classroom smoothly: Are the rules posted where everyone can see? Are the rules clear and specific to remember? Is there a method or plan to reinforce the routines, rules, rewards and punishments? How can you improve student behavior management?

Instruction:

What is your style of teaching? Do you try to be creative in teaching methods? What new methods you tried in the recent months? How do you handle time in the class room, do you often run out of time and rush the last points?

Parent-Teacher Relationship

Family involvement is necessary for successful schooling. When parents volunteer their time and attention, students achieve more and like school better. Are you doing everything you can to build strong relationships with your students' families? Do you have parent-teacher conferences? Do you have resources for parents? Do you involve parents in any of the activities? How often do you get in touch with parents? Do the parents know what you are teaching?

Substitute Teachers

With advance planning, you can be prepared for the unpredictable. Is your routine substitute-friendly? How do you prepare for a substitute teacher? Do you co-teach, or train others to fill in during emergencies?

Reaching All Students

Teaching requires understanding the individual differences of all students in your classroom. Evaluate how well your practices accommodate the needs of everyone in your class. How do you deal with boys and girls in the class? Do you have a plan if a special needs child shows up in your class?

Assessment

There has been a lot of emphasis on effective assessment recently. Successful assessment strategies allow you to fairly and accurately evaluate the real learning of all your students. See whether your assessment strategies follow best practices in the field. Are your assignments and home work in line with your objectives? Do you have creative ways of measuring the students understanding and learning? If you find a problem with a student do you have a plan of intervention?

Teacher Collaboration

Everyone benefits when teachers share information and wisdom. Are you making the most of associations with fellow educators? How often do you discuss your class room matters with other teachers? Do you have peer reviews of your teaching? How often do you sit with your director to discuss the progress or challenges?

Professional Development

Whether you are a new or veteran teacher, you should actively continue your professional development. Are you exploring all the recommended practices and resources that are important for professional growth? Do you read magazines or attend educational conferences to improve your teaching skills? How do you keep up-to-date with the new methods, technologies and resources available for teaching your class? How often do you get feedback from students, other teachers or your supervisors about your teaching methods?

Class 10: Ten Traits of highly effective teachers

The Ten Traits of Highly Effective Teachers by Elaine K McEwan

Personal Traits that signify Character: What the teacher is

1. **Mission-Driven and passionate:** The effective teacher is mission driven, feeling a “Call” to teach as a passion to help students learn and grow. Teaching could be seen as a job with a ceiling or a career with a calling. Many of us become teachers for reasons of the heart, animated by a passion for helping people learn. Without a mission and a calling, teaching is just another job that leads to burnout. In the face of obstacles the passionate teacher “refuses to submit to apathy or cynicism” and clings to the deep desire to serve others.
2. **Positive and Real:** The highly effective teacher is positive and real, demonstrating the qualities of caring, empathy, respect and fairness in relationships with students, parents and colleagues. Think about the people with whom you like to spend your time. They are individuals who build you up; affirm your strengths; understand your problems; respect your unique qualities; and tell you the truth in love. They are positive and real. Highly effective teachers recognize and manage the tension between caring and control. They know that “warmth (caring) without control is not warmth at all but chaos and confusion, and control without warmth (caring) is not control by tyranny (Borich).
3. **A teacher-leader:** The highly effective teacher is a “teacher-leader” who positively affects the lives of students, parents and colleagues. Leadership – any kind of leadership – is concerned with helping. Highly effective teachers provide leadership in their classrooms in five important ways: 1. Through example, 2. Through listening, 3. Through empowering, 4. Through inspiration, 5. Through learning. Effective teachers lead students, involve the parents in the process and also mentor younger teachers by their leadership.

Teaching traits that get results: What the effective teacher does:

4. **With-it-ness:** The highly effective teacher demonstrates with-it-ness, the state of being on top of, tuned in to, aware of, and in complete control of three critical facets of classroom life: the management and organization of the classroom, the engagement of students, the management of time. They know the value of variety, momentum and pacing the lessons. They give sufficient room for “teachable moments” without getting lost in rabbit trails.
5. **Style:** The effective teacher exhibits a personal unique style, bringing drama, enthusiasm, liveliness, humor, charisma, creativity to teaching. Be willing to be yourself, not another teacher who might be popular, or one who teaches in a way you wish you could. Every

teacher has style, but each one must develop his or her own. Style cannot be cloned, copied or even taught. Style makes teachers stand out to their students as unique human beings. Style gives teachers a way to “hook” students, who although they might find a certain subject boring or an assignment irrelevant, will nevertheless get involved because of who is teaching.

6. **Motivational expertise:** The highly effective teacher is a motivator par excellence who believes his or her own ability to make a difference in the lives of students and relentlessly presses and pursues students to maintain the highest possible behavioral and academic expectations. I see a teacher as a motivator above all else. Effective teachers articulate their expectations and then provide supportive, systematic instruction that enables every child to achieve far more than that child would have with low expectations.
7. **Instructional effectiveness:** The highly effective teacher is a skilled communicator with essential abilities, behaviors and principles that lead all students to learning. Just like a car needs an engine, a transmission, and brakes...etc, all of them to work together, a teacher needs to work on all these skills. Effective teachers make the complicated seem simple and the difficult downright easy. They are masters of foreshadowing, transitioning, and summarizing. They move smoothly through their presentations, rarely interrupting, distracting or confusing themselves. They use a variety of teaching methods like role-playing, cooperative learning, activity...etc. Ineffective teachers use just one approach, the method they have always used or most comfortable using irrespective of its effectiveness.

Intellectual Traits that demonstrate knowledge and awareness: How an effective teacher thinks:

8. **Book learning:** The highly effective teacher has a sound knowledge of the content and outcomes. There are two major issues that confront every educator on a daily basis: What to teach and how to teach it. An effective teacher knows the content because of his or her reading of books and other literature, but most importantly he or she can make it come alive for students in ways that engage their minds. "Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young."--Henry Ford
9. **Street smarts:** The highly effective teacher has knowledge of the students, the school, and the community in which the teacher is teaching and uses this knowledge to solve problems in the instructional setting. Skilled teachers recognize that the more they know about their students and parents, the more likely they are to be successful in connecting with them in ways that will result in success for students – whether rich or poor. Highly effective teachers are like good detectives. They are constantly searching for clues as to why students behave, communicate, and respond in the ways they do. Teachers must

become students of their students – seeking to understand before they attempt to be understood.

10. **Mental life:** Highly effective teachers have a substantive thought life, it is hard to explain because what constitutes the mental life cannot be seen. Effective teachers are strategic not only in their personal lives but also in the ways they teach. Reflection is a creative process that demands change, improvement and movement. Effective teachers know the value of reflection, are willing to invest the energy it requires, have the courage it takes to question their methods and strategies in a changing world.

Ten qualities that make a teacher great or IMPACTFUL:

1. **Patience**
2. **True compassion and vision for students**
3. **Understanding of the subject and the context**
4. **Discover talent & Celebrate student's achievements**
5. **The ability to look at life in a different way and to explain a topic in a different way**
6. **Passion for life, learning, growing and sharing till the day we die**
7. **Simplicity and Humility: Accessibility and availability**
8. **A willingness to reflect, evaluate and constantly improve our communication skills.**
9. **Passion for teaching, enthusiasm and energy for teaching and learning**
10. **Growing into maturity, being a mentor, knows when to let go and move on.**

"Compassionate teachers fill a void left by working parents who aren't able to devote enough attention to their children. Teachers don't just teach; they can be vital personalities who help young people to mature, to understand the world and to understand themselves. A good education consists of much more than useful facts and marketable skills."--**Charles Platt**

"The art of teaching is the art of assisting discovery."--**Mark Van Doren**

"If you plan for a year, plant a seed. If for ten years, plant a tree. If for a hundred years, teach the people. When you sow a seed once, you will reap a single harvest. When you teach the people, you will reap a hundred harvests."--**Kuan Chung**

One Hundred Years from now It will not matter what kind of car I drove,
What kind of house I lived in, how much money was in my bank account
nor what my clothes looked like. But the world may be a better place because
I was important in the life of a child. *"Within My Power"* by **Forest Witcraft**

"Education costs money, but then so does ignorance." - **Sir Claus Moser**

Those who educate children well are more to be honored than parents, for these
only gave life, those the art of living well. **Aristotle**

Be careful to leave your sons well instructed rather than rich, for the hopes of the
instructed are better than the wealth of the ignorant. **Epictetus**

“He who knows not and knows not he knows not: he is a fool - shun him. He who
knows not and knows he knows not: he is simple - teach him. He who knows and
knows not he knows: he is asleep - wake him. He who knows and knows he
knows: he is wise - follow him.” – **Ancient Proverb.**

A teacher is one who makes himself progressively unnecessary. ~**Thomas
Carruthers**

Books used for this course:

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James H Stronge (2004), Handbook for qualities of effective teachers, ASCD.

John Van Dyk (2000), The craft of Christian teaching, Dordt Press.

William R Yount (1999), Called to Teach, Broadman & Holman Publishers.

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