

CHRISTIAN EDUCATION ASSOCIATE

Who is it for?
What is the process?
What is the role of advisors?

Goal of CEA

- 1) To introduce the educator to basic knowledge and skills in Christian education
- 2) To encourage the educator to pursue further coursework and to consider the CCE level of certification

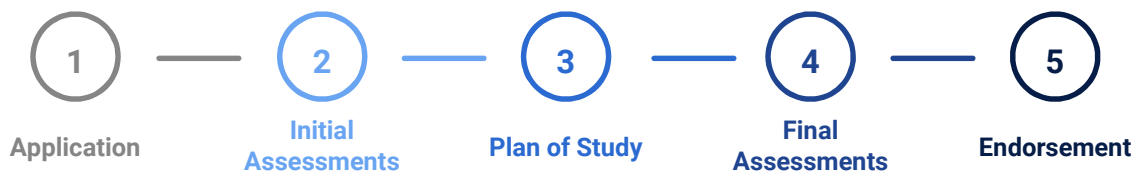
Accessible to meet the diverse needs of educators

Who?

Who is CEA for?

- Those involved in educational ministry
- Volunteer or paid (no employment/volunteer hour requirements)
- Those who need foundational, basic knowledge and skills in educational ministry
- Those with limited continuing education funds

CEA Process



(We are exploring how to offer this process in Korean and Spanish)

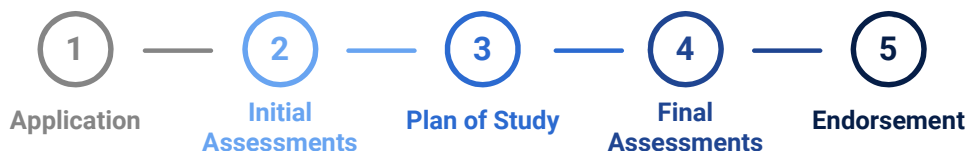
1 Application

www.pcusa.org/christianeducators

Anyone can apply at anytime (no volunteer/employment requirements, no references)

No uploading of courses

Advisor is assigned automatically during application

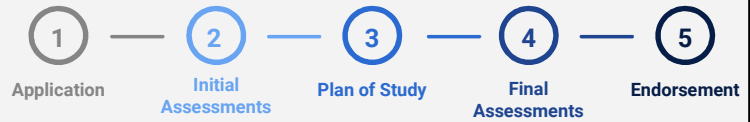


ADVISOR ROLE:

Application

- Direct interested Educators to pcusa.org/christianeducators to complete the application
- Advisor receives an email indicating a new Educator advisee.
- Advisor makes initial contact with Educator

2 Initial Assessments

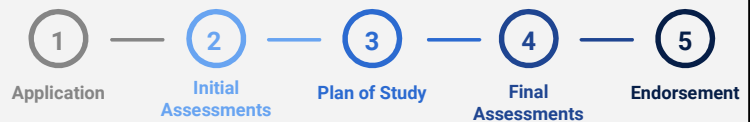


Initial Assessments (IA) - posted on the Equip platform:

<http://equip.pcusa.org>

Coordinator sends Equip access via email to Educator once they've applied for CEA

2 Initial Assessments

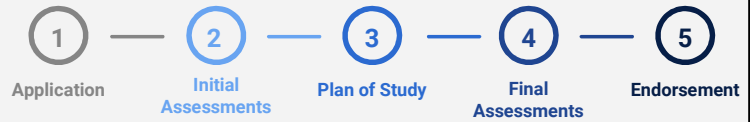


PURPOSE OF INITIAL ASSESSMENTS: NOT A TEST

- Identify prior knowledge
- Develop a study plan based on topics for further learning
- Engage the CEA in thinking more deeply about the content areas
- Provide a starting point for learning and conversation

There are no “retakes” of the Initial Assessment, even if their score is low. It is merely a starting point for conversation and study.

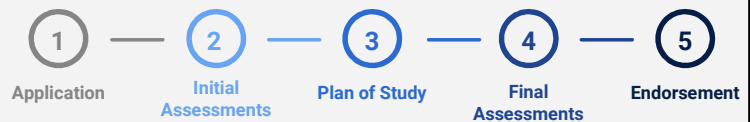
2 Initial Assessments



CONTENT AREAS

- Reformed Theology
- Human Growth and Faith Development
- Worship and Sacraments
- Biblical Interpretation
- Presbyterian Polity, Program, and Mission
- Religious Education Theory and Practice

2 Initial Assessments

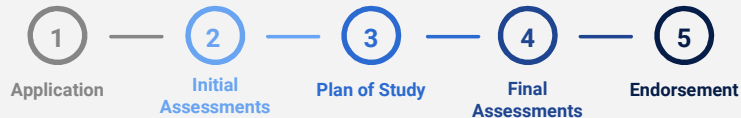


Two ways to complete the process:

BY CONTENT AREA

1. Choose one content area
2. Take that content area's Initial Assessment
3. Develop and work through a plan of study for that content area
4. Take that content area's Final Assessment
5. Complete the process again with remaining content areas

2 Initial Assessments

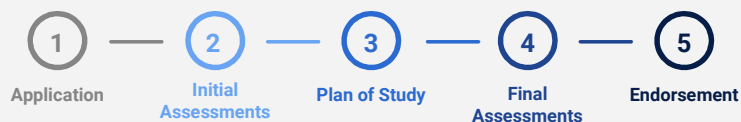


Two ways to complete the process:

BY PROCESS AREA

1. Take all Initial Assessments
2. Develop plans of study for each content area based on Initial Assessments
3. Take all Final Assessments for all content areas

2 Initial Assessments

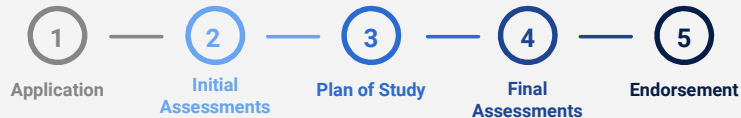


Questions for IA are based on the Baseline Knowledge for each content area

Example of Baseline Knowledge for Reformed Theology

- God's Grace and human gratitude as the basic orientation
- Through baptism, we are part of a connectional and ecumenical church
- Always reforming the church according to the Word of God
- Confessing our faith in various times and places
- Thinking faith
- True worship of the Triune God vs. idolatry

2 Initial Assessments



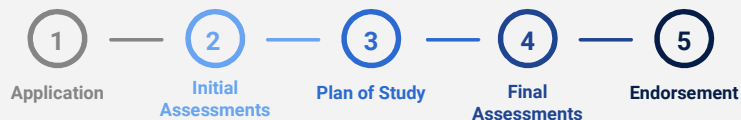
IA for each content area will be a list of 10 to 12 multiple choice questions.

Example (Worship & Sacraments):

1. In Reformed worship, the audience is...
 - a. The congregation
 - b. The choir
 - c. The leadership
 - d. God

At the end of the assessment the applicant will get the results immediately.

2 Initial Assessments



INITIAL ASSESSMENT RESULTS

Correct answers will be given

Feedback for each question (1-2 sentences about the question's theme)

Use the feedback as a guide for conversation with your CEA and for use in developing a plan of study.

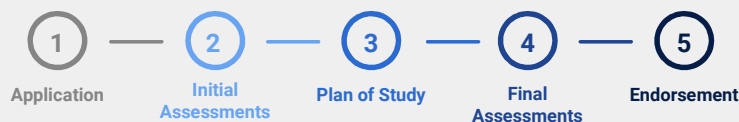
EXAMPLE ON EQUIP

ADVISOR ROLE:

Initial Assessments

- Direct Educator to email Coordinator for IA links (if not received from the Coordinator)
- Educator will share results of the IA with Advisor (Zoom or meeting)
- Information from initial assessments will provide the Advisor with guidance for a Plan of Study

3 Plan of Study

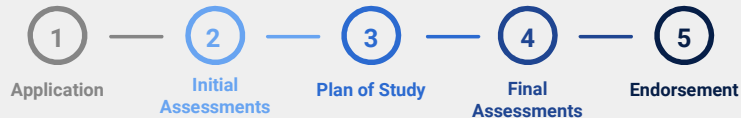


After completing the IA, the Educator will design and complete a plan of study (including time frame for completion) in consultation with their advisor.

The Advisor plays a key role in helping the Educator to develop a plan of study using a resource list for the content area provided on Equip.

Resource lists - located under the Content Area in Equip

3 Plan of Study



A list of resources are suggested for each content area. Online, books, articles, and videos. Example for Presbyterian Polity, Program and Mission

Book - *The Book of Order, current edition.*

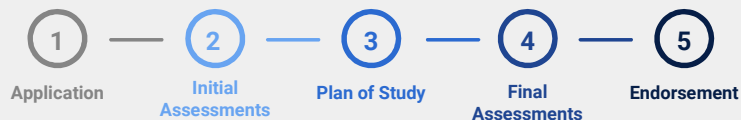
Online Resource - *Historic Principles, Conscience, and Church Government*, adopted by 195th General Assembly (1983) of the Presbyterian Church (U.S.A.)

<http://www.pcusa.org/resource/historic-principles-conscience-and-church-governme/>

Online Course - Union Presbyterian Seminary's Pathways Course or Theocademy

Workbooks/Studies - *Making Disciples, Making Leaders*

3 Plan of Study



When the plan of study is completed:

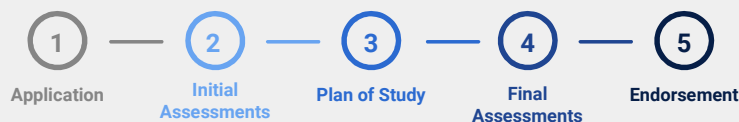
The Educator and Advisor consult to determine readiness for the Final Assessment in each content area.

ADVISOR ROLE:

Plan of Study

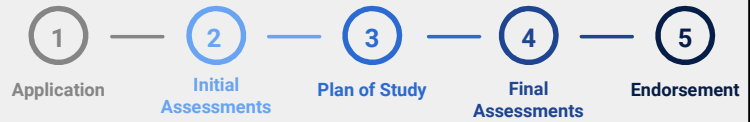
- Advisor and Educator review initial assessment results together.
- Along with Educator, develop a plan of study for each area using the suggested resources.
- Advisor provides support as a conversation partner during the study time.

4 Final Assessments



- Separate Final Assessments (FA) for each content area (6 total Final Assessments).
- Must complete plan of study for content area before taking FA.
- Case studies, lesson plans and reflection on theological themes.
- Open Book - can use Advisor and others much like an educator going through certification uses a Reference Group.
- Educator has 3 years (from date of application) to complete all 6 content area Final Assessments.

4 Final Assessments



PROCESS:

1. Educator will request FA links from the Coordinator (determine readiness with advisor first)
2. Educator completes FA
3. FAs will be read by two members of the ECC.
4. Successful completion - Coordinator communicates results of the FA to the Educator and Advisor
5. The Educator can retake the FA using a different content area option until successful completion.

Final Assessment Examples

HGFD: Choose a case study and respond to questions with a reflection of 500-800 words.

- What are the issues facing Isabelle at this point in her development?
- How does her faith connect to these issues?
- What strategies would you suggest to help Isabelle? Why did you select these strategies?

Final Assessment Examples

Reformed Theology: Select a theological theme (ex: grace, sin, gratitude) and respond to a selected question.

- Choose an age group and create a learning experience that explores the theological theme you've chosen.

Final Assessment Examples

Worship and Sacraments:
Develop an order of worship

- Outline the elements in a Reformed order of worship
- Explain the elements of worship

ADVISOR ROLE:

Final Assessments

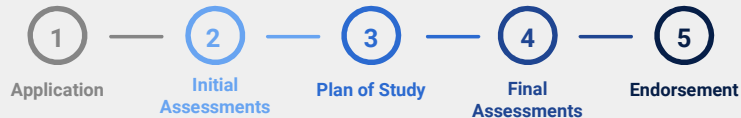
- After the plan of study work is completed, consult with Educator to determine readiness for Final Assessments.
 - Direct Educator to request FA access from the Coordinator
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ADVISOR ROLE:

Final Assessments

- Be available for conversation while Educator works on Final Assessment.
 - Once graded, Advisor and Educator discuss ECC readers' responses to FAs.
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4 Endorsement



Successful completion of all six FAs results in endorsement by the ECC.

The Coordinator sends an official letter to the Educator and notifies the Advisor, clerk of Session, and stated clerk of the Educator's presbytery.

ADVISOR ROLE:

Endorsement

- Receive notification from Coordinator of FA status (passed/rewrite)
- If rewrite, work with the Educator on additional knowledge and skills needed
- If successful, arrange suitable recognition of the Educator's Endorsement with the congregation and presbytery.

CEA Process

