Presbyterian Church (USA)
Educator Certification Committee
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FOR YOUR INFORMATION

CERTIFIED CHRISTIAN EDUCATOR INTEGRATIVE PROJECT GUIDELINES FOR REFERENCE GROUP

Reference Group Guidelines for Reading the Certified Christian Educator Integrative Project

In reviewing and evaluating the Educator's responses to the project, please give careful and critical attention to the following items. As you read, note areas where improvement/revisions are needed in preparation for discussing them with the educator. Expand upon your responses as necessary.

- Is the project in a readable format?
- Is the educator's project number inserted on each page?

PART I - EDUCATIONAL DESIGN, IMPLEMENTATION, AND EVALUATION

The educator's written material for this section of the project should demonstrate integration of three knowledge and skill areas (they may choose **three** of the following: Biblical Interpretation; Religious Education Theory and Practice; Reformed Theology; Human Growth and Faith Development; Presbyterian Polity, Program, and Mission; and Worship and Sacraments) for this dimension of certification at the Certified Christian Educator level:

In this portion of the Integrative Project the educator shall:

1. Describe the learners and context
2. Articulate underlying foundations, including theological and practical rationales, and the three knowledge and skill areas that they chose for this section.
3. Evaluate the educational design

Description of Educational Event

1. Did the educator select one or more Bible passages?

2. Did the educator create an original educational design including an outline of the sessions?

3. Did the educator discuss the participants, choice of content, and teaching strategies?

4. Did the educator discuss their beliefs about the ways participants learn?

5. Did the educator discuss the role of teacher and learners in this event?

6. Did the educator articulate the way/s this event relates to the educational ministry of her/his context?

2 – Articulate Underlying Foundations – Educator chooses three knowledge and skill areas.

A. <u>Biblical Interpretation</u>

1. Did the educator state why the passage/s was/were selected?

2. Did the educator describe the process used to interpret the selected passage/s, provide a reference to the source of the method, and identify the resources that were used?

3. Did the educator provide their interpretation of the chosen passage/s?

4. Did the educator show how their interpretation of the passage/s impacted/informed/shaped their educational design?

5. Did the educator provide a bibliography of resources used in their design and study that included primarily recent sources?

B. Reformed Theology

1. Did the educator write a coherent statement describing her/his theological approach to Christian education?

2. Did the educator articulate how her/his theological approach informed the design, implementation, and evaluation of the educational event?

3. Did the educator identify a Reformed theologian, theological concept, and/or confessional statement that informed their educational design?

4. Did the educator describe how the Reformed theologian, theological concept, and/or confessional statement informed their educational design?

5. Did the educator provide a bibliography of resources which informed this section that included primarily recent sources?

C. Religious Education Theory and Practice

1. Did the educator select one educational theoretical perspective or educational theorist?

2. Did the educator discuss their reasons for choosing this theorist or theoretical perspective?

3. Did the educator discuss specific ways this perspective or theorist informed her/his design, implementation, and evaluation of the educational event?

4. Did the educator provide a bibliography of resources which informed this section that included primarily recent sources?

D. Human Growth and Faith Development

1. Did the educator describe the faith and developmental needs of the participants in the educational design, including relevance to ages and ethnicity?

2. Did the educator choose a specific faith and development theory or theorist?

3. Did the educator discuss the ways the theory or theorist's perspectives informed their design, implementation, and evaluation of the educational event?

4. Did the educator provide a bibliography of resources which informed this section that included primarily recent sources?

E. Presbyterian Polity, Program, and Mission

1. Did the educator describe the concepts in the Book of Order that their educational design addresses, and how these concepts were presented to participants?

2. Did the educator discuss particular programs in the PC(USA) that informed their design, and why they were chosen?

3. Did the educator discuss the mission emphasis in their design?

4. Did the educator articulate the ways in which their educational design furthers theological, practical, and educational understandings of the PC(USA)?

5. Did the educator provide a bibliography of resources which informed this section that included primarily recent sources? Were Book of Order section numbers cited?

F. Worship and Sacraments

1. Did the educator identify doctrine/ which undergird a Reformed understanding of worship in their educational design?

2. Did the educator Identify the elements of worship and the sacraments used in their educational experience, and why they were included?

3. Did the educator use Book of Order (particularly the Directory for Worship) and Reformed theology to describe how their educational experience is consistent with PC(USA) belief and practice regarding the worship of God and the sacraments?

4. Did the educator provide a bibliography of resources which informed this section that included primarily recent sources? Were Directory for Worship section numbers cited?

3 – The Session Plans and Evaluation

1. Did the educator articulate the purposes and hoped-for outcomes for each session/component of the event?

2. Did the educator include information about selected teaching strategies, with time allotments?

3. Did the educator provide information on the use of resources and supplies?

4. Did the educator describe the teaching environment and its impact on the teaching event?

5. Did the educator describe what happened in the implementation of the event?

6. Did the educator include information from participant reflection on the event?

7. Did the educator convey insights they gained from the experience?

8. Did the educator suggest changes to the design and/or implementation that he/she might make, based on these insights?

PART II - EDUCATIONAL PRACTICE – Educator should have chosen the three areas NOT used in their Educational Design.

Biblical Interpretation

- Plan of Action
- Clear Expression of Rationale
- Sensitivity and Awareness
- Resources Used

Reformed Theology

- Plan of Action
- Clear Expression of Rationale
- Sensitivity and Awareness
- Resources Used

Religious Education Theory and Practice

- Plan of Action
- Clear Expression of Rationale
- Sensitivity and Awareness
- Resources Used

Human Growth and Faith Development

- Plan of Action
- Clear Expression of Rationale
- Sensitivity and Awareness
- Resources Used

Presbyterian Polity, Program, and Mission

- Plan of Action
- Clear Expression of Rationale
- Sensitivity and Awareness
- Resources Used

Worship and Sacraments

- Plan of Action
- Clear Expression of Rationale
- Sensitivity and Awareness
- Resources Used

Discussion the educator's strengths and those areas needing improvement.
Request any revisions be written.

Explore with the educator how these items are understood:

a. The educational ministry of the church in the context of the church's purpose, life, and mission.

b. The integration of education in the ministry of the church

c. The relationship with pastor, staff, church members, mid councils