



EXPL 301/302/303/304/305/306 Internship Biblical Studies (Teaching in Christian School Context)

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Fall – Year 2016
6 credit hours

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*The mission of Columbia Bible College is to equip people for a life of
discipleship, ministry, and leadership in service to the church and community.*

I. Course Description

This Internship allows for hands-on teaching experience in the context of a Christian school under the supervision of a teacher or administrator. The school-based Internship requires a combination of EXPL 305/306 with the four credit EXPL 301-304 to allow for a total of 630 hours (105/credit hour) of practicum in a teaching environment. This course is specifically for students in the Bible Teaching Minor

Prerequisites: EXPL 202 Service Practicum IV, LDRS 201 Intro to Leadership Studies, and 60 hours of college credit.

Students must attend the Internship Orientation either before or at the beginning of the first semester they have enrolled in ME351. The internship cannot proceed if they don't attend.

II. Objectives

By the end of this course, students will grow in their knowledge of:

- Their personal skills, strengths and potential.
- Potential vocational directions relating to the internship assignment.
- Effective teaching methodologies, differing learning styles, evaluation instruments, etc.

By the end of this course, students will grow in their ability to:

- Evaluate personality traits and lifestyle as they affect personal growth and ministry.
- Assess their value system and assumptions about life, people, and ministry.
- Integrate theological knowledge and understanding with practical experience.
- To relate to people, situations and programs.
- Communicate effectively as a teacher and facilitate significant learning events
- Craft effective lesson plans, course assignments, and unit plans
- Encourage a positive learning environment and a learning community
- Relate positively with others in a school/ministry setting

By the end of this course, students will show an appreciation for:

- A spirit of interdependence and cooperation with the supervisor and co-workers.
- Personal and spiritual growth in their life and ministry.
- The importance of effective Bible teaching and its relationship to the ministry of the church

III. Course Textbooks

Hillman, George M. Jr. *Ministry Greenhouse: Cultivating Environments for Practical Learning*. Herndon: The Alban Institute, 2008. Print.162 Pages.

IV. Course Requirements

1) Meeting with the Director of Service Learning

You will meet with the DSL for a ½ hour meeting before the end of April (before you leave the area for the summer if you do not live locally). It is up to you to schedule this meeting.

2) Field Assignment

You are required to do 15 full time weeks of field work in a Christian School to fulfill the requirements of this internship. The specifics of what you do during this time will be determined by you and the school and will be specified in a Learning Contract.

The Learning Contract must include the following:

- Opportunity and time to complete the stated requirements in the syllabus.
- Opportunity to teach the Unit Plan that you have developed.
- Attendance at all staff meetings or other events where teachers are expected to be.
- Enough specific work to complete the hours in the allotted time.

The intern could be asked to do things like:

- Help with typical Teaching Assistant work like marking, tutoring, classroom management, etc.
- Extracurricular assignments like coaching, field trips, Student Council, Chapel organization.
- Teaching non biblical courses that the intern may have expertise in
- TESL

3) Text Book Response – Value 10% - Due September 27

Read the text and submit a response that includes

- i. A one page comment on the most significant thing(s) from the book that you feel will impact your internship experience.
- ii. Answer the questions following each chapter as described in the guidelines below. Be both succinct and thoughtful in your responses. Guidelines for answering questions:
 1. Chapter 1 – question 1 or 4 (choose one)
 2. Chapter 2 – questions 2 or 4 or 5 or 7 (choose one)
 3. Chapter 3 – question 4 or 5 or 7 (choose one)
 4. Chapter 4 – questions 2, 3, 4 and 5 (do all of these)
 5. Chapter 5 – question 7 (no choice)

- iii. At the end of the response include a statement confirming how thoroughly you read the book - using a 1 -10 scale (10 being a very thorough reading).

4) Class Observation - Value: 10% - Due at the end of each month

During the 15 week internship you will be required to complete 5 class observation reports (no more than one report in any given week – 2 in September, 2 in October and 1 in November). You should observe at least three different teachers. You will hand in a completed teaching observation form (see appendices) as well as a 1 page typed personal reflection of each observation experience. The observation should include what you learned, what you would have like to have tried had you taught the class, what questions do you have, etc.?

5) Classroom Teaching - Value: 25% -

Minimally you will develop and teach a one unit (10-15 lessons) lesson plan for a Bible Class. The class and topic will be determined by your supervisor. The Unit Plan should include a 1 page overview and objectives for the unit (see appendices); 1 page lesson plan for each class (you may use the template provided) and an appendix of resources (handouts; notes, quizzes, etc.). The overall plan will be evaluated on the basis of how complete and detailed the plan is. In addition, the unit should show variation in teaching methods (lecture, discussion group, A/V resources, etc.) and concern for different types of learners.

Write a self-evaluation after teaching each class. Ask your teacher mentor to complete a teaching observation form at least once a week during the unit. At the end of teaching the whole unit, both you and your mentor should each write a 2 page reflection/evaluation on the experience and discuss your evaluations with each other. The lesson plan, self-reflections, weekly observation form and evaluations are due by the end of November.

6) Evaluation of Mentors and Regular Reports - Value: 25% - Due at the end of each month

- a. You and your supervisor will hand in CBC monthly reports at the end of September, October and November.
- b. You will also each hand in a comprehensive report at the end of the internship in preparation for a closing interview. All report forms are available on the website.
- c. In addition you will be required to have a “mentor” (not necessarily your supervisor) complete one report (see appendices) on each of three different substantial activities that you were involved in over the course of the internship. Examples of these substantial activities are given in the last part of #1 above. The activity evaluations are due the end of November.

7) Reading - Value: 15% - Due December 15, 2016

A minimum of 125 pages per Internship Credit (750 pages total) should be assigned by the on-sight supervisor. At least one of the books should focus on the developing teaching skills. Write a response based on an overview of all the reading or on the one book that had the most impact on your internship. The 2-3 page reading response should include:

1. In one paragraph: What was the main idea the author was attempting to make? To what extent was that goal achieved?
2. What were two or three key things you learned from this reading that was relevant to your internship?

3. What were some of the strengths and weaknesses of the material you read?
4. How were you able to use and apply some of the ideas in your internship ministry?
5. Why would or would you not recommend this book(s) to other interns for their reading benefit?
6. At the end of the response include a statement confirming how thoroughly you read the book - using a 1 -10 scale (10 being a very thorough reading).

8) Theological Reflection – Value 15% - Due at the end of the Internship

Write a Theological Reflection Paper based on an experience of your choice from within your internship. Follow the model as discussed during the Internship Orientation. See Appendix to Syllabus.

9) Closing Interview – Due at the end of the Internship

All internships wrap up with a closing interview between the Intern, Supervisor and the DSL. It is up to the student to arrange for a time to do this 1 hour interview toward the end or shortly after the conclusion of the internship.

V. Course Outline

Internship Process

1. Students register for at least one credit of Internship. You need to register for at least one credit for every semester in which you are completing your internship until you reach your total number of credits for the internship.
2. Students attend the Internship Orientation at the beginning of their first semester of internship. The internship cannot continue without attending the orientation.
3. Students meet with the Director of Service Learning (DSL) to discuss the type, location and timing of the internship placement.
 - This meeting should happen the week following the Orientation
4. Once a placement has been confirmed, Students meet with their on sight mentor/supervisor to complete the Learning Contract.
 - This should be completed as soon as a potential internship assignment is decided upon.
 - The internship placement is not final until the learning contract is handed in and approved by the DSL
5. Students and Mentor/Supervisors submit regular reports. Each student along with their supervisor determines their own specific due dates when completing the Learning Contract:
 - For those doing their internship from two semesters up to a full calendar year, a total of five reports are due from the intern and 3 from the supervisor.
 - For those doing their internship in the summer or over one semester, a total of three reports are due from both intern and supervisor.
 - For those doing an OL Program Internship one report is due mid semester and three from the supervisor.
 - For internships longer than a year – talk to the DSL re: the number of reports.

It is up to the student to make sure that their Supervisor is aware of this schedule.

6. In addition, students and Mentor/Supervisors also submit the Comprehensive Evaluation to the DSL a minimum of two days prior to the closing Interview.
7. Submit all assignments as outlined above in “Course Requirements”.
8. An Internship Closing Interview is scheduled at the conclusion of the internship
 - The intent of this meeting is to bring your internship experience to an end by spending some time evaluating what took place.
 - The student should contact the DSL to schedule the interview for a time when the DSL can meet with both the intern and supervisor for approximately one hour.
9. The final grade is submitted to the Registrar’s office following the Closing Interview. If an internship placements runs for more than one semester the student’s transcript will show an “Incomplete” until the final closing interview is completed at the end of the internship.

IV. Academic Policies

For all CBC Academic Policies please refer to the Academic Manual on the CBC website. Students are expected to be informed about these policies, particularly the following:

- Attendance Policy
- Late Assignment Policy
- Academic Integrity
- Grading Grid

VII. Special Instructions

Manuals/Forms/Reports

All the needed information to properly complete your internship is available for download on the CBC Web Page at www.columbiabc.edu. Under the “Academics” link go to “Service Learning” and then “Internship”.

VII. Selected Bibliography

Teaching (General)

Auger, Wendy F. & Sharon J. Rich. Curriculum Theory and Methods. Missisauga: John Wiley & Sons, 2007. (430 pages)

Gurian, Michael. Boys and Girls Learn Differently!: A Guide for Teachers and Parents. San Francisco: Jossey-Bass, 2001. (335 pages)

Kessler, Rachael. The Soul of Education: Helping Students Find Connection, Compassion and Character at School. Alexandria: ASCD, 2000. (181 pages)

Lawrence, Gordon. People Types & Tiger Stripes: 3rd Ed. Gainesville: CAPT, 2000. (222 pages)

Palmer, Parker. The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life. San

Francisco: Jossey-Bass, 1998. (199 pages)

-----, To Know as We are Known: Education as a Spiritual Journey. San Francisco: Harper Collins, 1993. (130 pages)

Tileston, Donna. What Every Teacher Should Know About Effective Teaching Strategies. Thousand Oaks, CA: Corwin Press, 2003. (136 pages)

Wink, Joan & Dawn Wink. Teaching Passionately: What's Love Got to Do With It? Boston: Pearson, 2004. (198 pages)

Teaching the Bible or Christian Teaching (General)

Bryan, C. Doug. Learning to Teach/ Teaching to Learn: A Holistic Approach. Nashville: Broadman & Holman, 1993. (207 pages)

Galindo, Israel. The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher. Valley Forge: Judson Press, 1998. (180 pages)

Issler, Klaus and Ronald Habermas. How We Learn: A Christian Teacher's Guide to Educational Psychology. Grand Rapids: Baker Books, 1994. (245 pages)

Roncace, Mark & Patrick Gray eds. Teaching the Bible Through Popular Culture and the Arts. Atlanta: SBL, 2007. (393 pages)

Stubblefield, Jerry. The Effective Minister of Education. Nashville: Broadman & Holman, 1993. (253 pages)

Wilhoit, James & Leland Ryken. Effective Bible Teaching. Grand Rapids: Baker, 1998. (256 pages)

Yount, William R. Called to Teach. Nashville: Broadman & Holman, 1999. (244 pages)

Teaching Young Children

Capehart, Jody. Teaching With Heart: A Guide to Cherishing and Challenging Children in the Christian Classroom. Cincinnati: Standard Publishing, 2005. (223 pages)

Keffer, Lois & Dean Stone. Hearts, Brains, & Growing Pains: Terrific Teaching That Changes You and Your Kids. Colorado Springs: Cook, 2000. (160 pages)

Ratcliff, Donald. Handbook of Preschool Religious Education. Birmingham: Religious Education Press, 1988. (306 pages)

Tobias, Cynthia. The Way They Learn: How to Discover and Teach to Your Child's Strengths. Colorado Springs: Focus on the Family, 1994. (168 pages)

Teaching Middle/Secondary School Students

Johnson, LouAnne. Teaching Outside the Box: How to Grab Your Students by their Brains. San Francisco: Jossey-Bass, 2005. (352 pages)

Thompson, Julia. First Year Teacher's Survival Guide. San Francisco: Jossey-Bass, 2007. (464 pages)

Teaching at the College Level

Bain, Ken. What the Best College Teachers Do. Cambridge: Harvard University Press, 2004. (207

pages)

Brinkley, Alan et. al. The Chicago Handbook for Teachers: A Practical Guide to the College Classroom. Chicago: University of Chicago Press, 1999. (185 pages)

Filene, Peter. The Joy of Teaching: A Practical Guide for New College Instructors. Chapel Hill, NC: University of North Carolina Press, 2005. (176 pages)

McGlynn, Angela. Successful Beginnings for College Teaching. Madison: Atwood, 2001. (157 pages)

McKeachie, Wilbert J. McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers: Eleventh Edition. Boston: Houghton Mifflin, 2002. (371 pages)

VIII. Appendices

See the following pages for:

- Theological Evaluation process
- Substantial Activity Evaluation Form
- Lesson Plan Template
- Teaching Observation Form

Theological Reflection Method

The following steps will guide you through the theological reflection process. It is assumed the final product would be a written reflection using the following guidelines:

A. Event (2 pages)

A. Identify / Describe

- a. Identify a very specific event or issue from your internship that would be helpful for you to more fully understand. It could be:
 1. A situation that caused frustration or conflict. A time when you felt a “pinch”, an uncomfortable feeling about how you responded.
 2. Or perhaps it is a belief or conviction that you have held where your present understanding was challenged.

You begin with an event or issue that has raised questions or has somehow been a challenge for you.

- b. Carefully and thoroughly describe the situation/event/issue
 1. This is a case study.
 2. What happened; what did you do; how did you feel; how did others respond?

B. Analyze

- a. How did this experience impact you at various levels?
 1. Emotionally, physically, spiritually, intellectually
- b. How did you handle the event?
- c. What assumptions do you carry that caused you to respond the way you did?

e.g. What are my assumptions about conflict that caused me to keep quiet about my opinions?

OR

How does my critical attitude toward others reflect my view of God, my parents or my church?

- d. How well or poorly did you understand the event?
- e. What is this experience teaching you about God, yourself or how you relate to others?
- f. Were there any barriers or conflicts which made the incident or relationship more difficult? If so, name them.
- g. How are various personalities involved in this experience?

C. Clarify

- a. What effect did this incident have on you?
- b. How has this incident affected your perspective and relationships in this context?

B. Reflection (3 pages)

A. Identify the key issue or question

- a. Identify the “heart of the matter”. What is:
 - i. A key theological question you want to address?
 - ii. Or an issue you want to reflect on?

Be as specific as possible.

B. Explore

- a. Answer the theological question or explore the issue
- b. Draw on scripture, your classes (including fields like psychology and sociology), reading, research, experience and faith tradition to explore the theological question
- c. Suspend judgment and forget that you already know the “answer” to the decision you face.
 - i. You have to approach it with the attitude that there is still something that can be learned.

C. Further Insight / Decision

A. Conclusions (1-2 pages)

- a. Write your conclusions, answering the question, “What did God teach you as a result of reflecting on this experience?” The answer may include things like:
 - 1. New insights into how to respond in a similar situation
 - 2. A new understanding of yourself
 - 3. A new theological perspective
 - 4. A new understanding of an issue
 - 5. A new understanding of God
 - 6. A new focus on the way you live life
- b. Finally clarify if there would be anything you would do differently based on the reflection process you have just completed.

Substantial Activity Evaluation Form

Mentor's/Evaluator's Name:

Intern's Name	
Intern's Activity? (Explain in as much detail as possible, including length of time, frequency, etc.)	
How did the Intern relate to the students?	
What were the Intern's greatest strengths demonstrated in this activity?	
What areas of growth/improvement did you see in the Intern over the course of their work with you?	
In what areas could the Intern improve in any future involvement in this kind of task?	
What other comments or observations would you like to make so the Intern Supervisor could properly evaluate the Intern?	
In terms of your evaluation of the Intern's involvement in this task, could you rate the Intern on the following scale? (Circle the appropriate description or explain in your own words)	Deficient---Adequate---Very Good---Excellent---Far Beyond Expectations

Lesson Plan Template: Intern _____

Lesson Theme: Date:	Materials and Equipment:
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Lesson Objectives:
At the end of this lesson, the student will be able to:

- 1)
- 2)
- 3)

Introduction:

Time: ___ minutes

Main Teaching Activities (show expected timing of each activity):

Time: ___ minutes

Closure:

Time: ___ minutes

Teaching Observation Form

Intern: _____ Date: _____

The purpose of this evaluation is to give the Intern and the Internship Supervisor some constructive feedback on how the Intern did at developing and teaching a Bible Class Unit. We ask that the Mentor complete at least one of these evaluations each week the Intern teaches.

Theme or Subject: _____ Setting: _____

Target Age Group: _____ Mentor Teacher: _____

I. Introduction and Overview of Lesson (10% of Total)

- Is the purpose of the Lesson clear? _____
- Has the Intern clarified how the subject is important? _____
- Has the Intern made an effort to build rapport? _____

BELOW AVERAGE			AVERAGE			ABOVE AVE.			EXCELLENT		
D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+

II. Lesson Delivery (60% of Total)

- Is the presentation clearly organized? _____
- Does the presentation reflect some variation in method? _____
- Does the presentation seek more than one level of thinking? _____
- Is the pacing appropriate to the presentation? _____
- Are there verbal or physical distractions by the Intern? _____
- Has the Intern maintained appropriate classroom control? _____

BELOW AVERAGE			AVERAGE			ABOVE AVE.			EXCELLENT		
D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+

III. Lesson Closure (20% of Total)

- Has the Intern allowed adequate time for Closure? _____
- Has the Intern emphasized the important points of the lesson? _____
- Is there some form of assessment provided by the Intern? _____

BELOW AVERAGE			AVERAGE			ABOVE AVE.			EXCELLENT		
D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+

IV. Lesson Plan (10% of Total)

- Does the Lesson Plan clearly present lesson objectives? _____
- Is the Lesson Plan complete? _____

BELOW AVERAGE			AVERAGE			ABOVE AVE.			EXCELLENT		
D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+

Overall Assessment of the Intern in this process

BELOW AVERAGE			AVERAGE			ABOVE AVE.			EXCELLENT		
D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+

Comments (use reverse side if needed):