

Presbyterian Church (USA)
Educator Certification Committee
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FOR YOUR INFORMATION

CERTIFIED CHRISTIAN EDUCATOR INTEGRATIVE PROJECT GUIDELINES FOR READERS

It is the hope of the Educator Certification Committee (ECC) that the Integrative Project process will offer the educator opportunities to learn and grow from the experience of the project as well as to demonstrate his or her qualifications for certification. Therefore, the design for the Integrative Project process has several opportunities for feedback built into it.

Two readers from the ECC read each project. Each reader evaluates the project independently. The Committee collates the readers' recommendations. If both readers approve all parts of the project, certification is granted.

It is possible that the Committee, acting on the recommendations of the readers, will pass the educator on parts of the project and require additional work on other parts. In such a case, the Committee depends heavily on the critiques of the readers to offer guidance to the educator for his or her additional work. Therefore, we request that readers be as specific as possible in making recommendations of areas or issues that the educator needs to address to successfully complete his or her project.

As a "friendly reminder," please only pass sections of the project where the educator has clearly followed directions and has included all parts that are required. Please also note that each section of the Integrative Project is either **Accepted** or **Not Accepted**. **Accepted** is to be marked only if the entire part is accepted and no additional work of any kind is suggested/required. **Not Accepted** is to be marked in any and all cases where a section or part is missing, a section or part is inadequate and needs to be re-done, or when the entire section of the project is to be re-done for whatever reason. If you mark Not Accepted, please provide the rationale for doing so, along with your suggestions to the educator of what he or she needs to do to bring this part of the project up to an acceptable level. These will be sent to the educator in a composite of all readers' comments.

In all cases where the entire Integrative Project is accepted, copies of the readers' comments are forwarded to the educators at the conclusion of the process. Educators have told us that they deeply appreciate reading those comments - both the positive and the negative ones - as they contribute to the learning experience that is an inherent part of the process. As a Committee, we do urge our readers to make both positive and helpful negative comments. It can be easy to merely note the problems, forgetting to comment when a writer has done something well.

CERTIFIED CHRISTIAN EDUCATOR INTEGRATIVE PROJECT
Guidelines for Readers

PART I - EDUCATIONAL DESIGN, IMPLEMENTATION, AND EVALUATION

The educator's written material for this section of the Integrative 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

As you read the educator's Integrative Project, please respond to and comment on the following. **Remember that the rating scale of excellence goes from 1 [unacceptable] through 3 [adequate] to 5 [outstanding].** For this Integrative Project, we are using this PDF fillable form for our evaluations. Record your rating by checking the corresponding box of the scale 1 to 5. For the Accepted and Not Accepted lines just type a capital **X** on the appropriate line. For the knowledge and skill area NOT chosen for the Educational Design, mark N/A.

1 – Description of Educational Event

QUESTION 1 Did the educator select one or more Bible passages?
Which? _____

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

QUESTION 4 Did the educator discuss her/his beliefs about the ways participants learn?

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

SUMMARY:

DESCRIPTION OF EDUCATIONAL EVENT portion of the Educator Integrative Project should be:

Accepted

Not Accepted

Rationale:

Follow-up Recommendations:

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

A. Biblical Interpretation N/A

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

Scale of Excellence: 1 2 3 4 5

Comments:

QUESTION 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?

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

SUMMARY – BIBLICAL INTEPRETATION:

BIBLICAL INTERPRETATION portion of the Educator Integrative Project should be:

Accepted

Not Accepted

Rationale:

Follow-up Recommendations:

B. Reformed Theology

N/A

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Who/what? _____

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

SUMMARY:

REFORMED THEOLOGY portion of the Educator Integrative Project should be:

Accepted

Not Accepted

Rationale:

Follow-up Recommendations:

C. Religious Education Theory and Practice

N/A

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

Who/what? _____

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

SUMMARY:

RELIGIOUS EDUCATION THEORY AND PRACTICE portion of the Educator
Integrative Project should be:

Accepted

Not Accepted

Rationale:

Follow-up Recommendations:

D. Human Growth and Faith Development

N/A

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Who/what? _____

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

SUMMARY:

HUMAN GROWTH AND FAITH DEVELOPMENT portion of the Educator Integrative Project should be:

Accepted

Not Accepted

Rationale:

Follow-up Recommendations:

E. Presbyterian Polity, Program, and Mission

N/A

QUESTION 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?

Scale of Excellence: 1 2 3 4 5

Comments:

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

What programs? _____

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

QUESTION 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?

Scale of Excellence: 1 2 3 4 5

Comments:

SUMMARY:

PRESBYTERIAN POLITY, PROGRAM, AND MISSION portion of the Educator Integrative Project should be:

Accepted

Not Accepted

Rationale:

Follow-up Recommendations:

F. Worship and Sacraments

N/A

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

Which ones? _____

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

QUESTION 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?

Scale of Excellence: 1 2 3 4 5

Comments:

QUESTION 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?

Scale of Excellence: 1 2 3 4 5

Comments:

SUMMARY:

WORSHIP AND SACRAMENTS portion of the Educator Integrative Project should be:

Accepted

Not Accepted

Rationale:

Follow-up Recommendations:

3 – The Session Plans and Evaluation

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

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

Scale of Excellence: 1 2 3 4 5

Comments:

SUMMARY:

SESSION PLAN AND EVALUATION portion of the Educator Integrative Project should be:

Accepted

Not Accepted

Rationale:

Follow-up Recommendations:

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

Biblical Interpretation _____ N/A

Plan of Action Scale of Excellence: _____

Clear Expression of Rationale Scale of Excellence: _____

Sensitivity and Awareness Scale of Excellence: _____

Resources Used Scale of Excellence: _____

Comments:

BIBLICAL INTERPRETATION PRACTICE IS _____Accepted _____Not Accepted

Rationale:

Follow-up recommendations:

Reformed Theology _____ N/A

Plan of Action Scale of Excellence: _____

Clear Expression of Rationale Scale of Excellence: _____

Sensitivity and Awareness Scale of Excellence: _____

Resources Used Scale of Excellence: _____

Comments:

REFORMED THEOLOGY PRACTICE IS

_____ Accepted _____ Not Accepted

Rationale:

Follow-up recommendations:

Religious Education Theory and Practice _____ N/A

Plan of Action Scale of Excellence: _____

Clear Expression of Rationale Scale of Excellence: _____

Sensitivity and Awareness Scale of Excellence: _____

Resources Used Scale of Excellence: _____

Comments:

RELIGIOUS EDUCATION THEORY AND PRACTICE IS

____ Accepted ____ Not Accepted

Rationale:

Follow-up recommendations:

CCE# _____

Human Growth and Faith Development _____ N/A

Plan of Action Scale of Excellence: _____

Clear Expression of Rationale Scale of Excellence: _____

Sensitivity and Awareness Scale of Excellence: _____

Resources Used Scale of Excellence: _____

Comments:

HUMAN GROWTH AND FAITH DEVELOPMENT PRACTICE IS

____ Accepted _____ Not Accepted

Rationale:

Follow-up recommendations:

CCE# _____

Presbyterian Polity, Program, and Mission _____ N/A

Plan of Action Scale of Excellence: _____

Clear Expression of Rationale Scale of Excellence: _____

Sensitivity and Awareness Scale of Excellence: _____

Resources Used Scale of Excellence: _____

Comments:

PRESBYTERIAN POLITY, PROGRAM, AND MISSION PRACTICE IS

____ Accepted ____ Not Accepted

Rationale:

Follow-up recommendations:

CCE# _____

Worship and Sacraments _____ N/A

Plan of Action Scale of Excellence: _____

Clear Expression of Rationale Scale of Excellence: _____

Sensitivity and Awareness Scale of Excellence: _____

Resources Used Scale of Excellence: _____

Comments:

WORSHIP AND SACRAMENTS PRACTICE IS

_____ Accepted _____ Not Accepted

Rationale:

Follow-up recommendations: