

# The Catechist

Level One Certification Requirement • Fall 2013

## Course description

The *catechist*, is one who teaches the Catholic faith by word and example. This course is to help prepare catechists to understand the ministry of catechesis, their role in that ministry and equip them with strategies to effectively share Scripture, Tradition and personal Witness with students.

Catechists will examine many aspects of teaching pedagogy in order to effectively deliver meaningful and effective lessons for the learner.

## Course objectives

- Participants will define faith and share personal faith experiences in small group discussions.
- Participants will describe their call to ministry in terms of vocation
- Participants will outline the six tasks of Catechesis as described by the National Directory of Catechesis and provide specific examples from either their own experience or provide a new idea that can be used as an example of each by creating an online poster project or power-point presentation.
- Participants will identify learner characteristics and development in order to develop lesson plans.
- Participants will plan a lesson that incorporates ways to engage at least three diverse/unique learning styles.

## Pre Requirements

Basic computer skills  
Can navigate the internet

## Materials Needed

Dees, Jared. *31 Day to Becoming a Better Religious Educator*, (2013) Indiana: Ave Maria Press. (Amazon)

Teacher's Manual of publisher program you are using.

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Office hours 10am - noon; 2-4pm Monday - Thursday

## Week 1 As Disciples: Call & Mission

1

- Participants will describe their call to ministry
- Participants will understand the importance of creating a well planned lessons as part of their role in this ministry
- Participants will evaluate a recent lesson of their own according to a constructivist lesson plan template
- Participants will be able to navigate a website to seek information

## Week 2 As Servant: Meeting Student Needs

2

- Participants will determine their own learning styles and transfer this knowledge to determine how to teach students with various learning styles.
- Participants will examine the six tasks of catechesis by evaluating their own experiences in teaching religion.
- Participants will apply the tasks of prayer, liturgy and mission.
- Participants will create a collaborative list on google docs.

## Week 3 As Leaders: Managing the Classroom

3

- Participants will discover ways to motivate and integrate prior knowledge by using graphic organizers.
- Participants will recall their own faith development then compare and contrast to the faith development of their students.
- Participants should recognize the stage of faith development of their students.
- Participants will collaborate on a Google Presentation to incorporate 6 tasks of catechesis in a theme for Sacramental Preparation.

## Optional Resources

Paprocki, Joe. *The Catechist's Toolbox*, (2007)  
Chicago: Loyola Press

Stankard, Bernadette. *Our Different Gifts* (2013)  
New London: Twenty-third Publications

## Standards

From the "Catechist of the Third Millennium", NY  
State Conference of Bishop's Guidelines:

- Introductory Formation
  - Ministry as vocation
  - Lesson planning skills
  - Acquaint catechist with resources
  - Ways to maintain an effective catechetical environment
- Catechetical Methodology Formation:
  - Catechetical methods for different age groups and abilities
  - Learning styles
  - Faith development
  - Use of media and resources
- Theological Formation
  - Ecclesiology

## Standards, continued

From the ISTE/NETS-S

1. Creativity and Innovation
  - b. Create original works as a means of personal or group expression
2. Communication and Collaboration
  - a. Interact, collaborate and publish with peers
  - b. Communicate information using a variety of media
4. Critical Thinking, Problem Solving, and Decision Making
  - a. Plan and manage activities to complete a project
5. Digital Citizenship
  - b. Exhibit positive attitude toward using technology that supports collaboration, learning and productivity
  - c. Demonstrate personal responsibility for lifelong learning

## Week 4 As Teachers: Sharing the Faith

### 4

- Participants will evaluate their own lesson and one other participant in class.
- Participants will site ways in which teachings of social justice can be incorporated
- Participants will compose ways of evaluation

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## Total Score is 100 points

- Weekly scores = 15 total points
  - Discussion Board =2
  - Journal entries = 5
  - Activities = 2
  - Lesson Development = 2
- Final Project – Lesson Plan = 20
- Final Reflection Paper = 20

## Grading Scale

85-100 Outstanding!!!

70-84 Good!!

69 -50 Average

Below 50 - Needs Improvement

## Weekly Activities

Note that each week will begin with an opening prayer. Lesson modules are built as a sequence of activities that build upon each other. It is important to work through each module in the sequence presented as much as possible. A Checklist is provided here for your convenience in order to keep track of your own work and completion of activities.

### Week 1-As Disciples: Call & Mission

#### CCD, Religious Education or FaithFormation: A History of Catechesis

- History of Catechesis (ppt)
- History of Catechesis (pdf)
- Optional Activity: Visit 21<sup>st</sup>Century FaithFormation.org

#### Called to be a Catechist

- Chris' Call to be a Catechist (YouTube)
- Read Top 10 Reasons to Be a Catechist (list)
- Ideal Qualities of a Catechist (pdf)

#### Discussion

- Week 1 Forum: Introductions

#### Reading

- Dees, Part One (Days 1-7; pgs 3-29)

#### Scavenger Hunt

- Exploring the USCCB website Scavenger Hunt (pdf)

#### Creating Lesson Plans and Writing Objectives

- Catechists in Action: How to Plan Lessons (YouTube)
- Guide to Lesson Planning (YouTube)
- Lesson Planning Matrix and template (pdf files)

#### Discussion

- The Best Lessons and Best Teachers

#### Developing your Lesson

- Begin your lesson plan template, parish name, bibliography of manuals, title of lesson
- Determine 2-3 lesson objectives. (SWBAT...students will be able to....) Include these in your lesson plan draft

#### Journal

- Answer questions in exercise on page 29, (Dees, 2013)

### Week 2-As Disciples: Call & Mission

#### Reading

- Dees, Part Two, (Days 8-14, pgs 30-66)

#### Six Tasks of Catechesis

- Description and inventory of the six tasks of catechesis (docx)
- Optional Resource: The Catechist of the Third Millennium (web pdf)
- Six Tasks of Catechesis: Putting on Christ (YouTube)

#### Discussion

- Reflect and evaluate your own experience as related to each of the tasks. (see pdf)

#### Scope and Sequence

- In your teachers' manual, peruse the scope and sequence of concepts
- Read article "Liturgical Catechesis", (web link)
- Find where the chapters for liturgical seasons are located in your TM

## Discussion

- Liturgical Connections

## Prayer Environment

- Read blog entry "Prayer Table Ideas" (web link)
- Sacred Space: The classroom prayer table (pdf)
- Creative Prayer with Children (ppt slideshare embed)

## Developing Your Lesson

- Create an opening prayer for your lesson. Include prayer environment ideas!

## Google Docs Activity

- Collaborate to create a list of valuable catechetical websites with brief description. (shared google link)

## Learning Styles

- Take online quiz (weblink)
- Make sure you read Dees description of learning styles and meeting student needs from this week's reading!

## Discussion

- What is your learning style?

## Week 3-As Leaders: Managing the Classroom

### Learning Strategies

- Read blog entry: "K-W-L: Learning strategy" (web link)
- Using a K-W-L: Complete the K and W about classroom management

### Reading

- Dees, Part Three (Days 15-21, pgs 70-100)

### Discussion

- Parent Involvement

### Faith Development

- Stages of faith (pdf)
- Stages of faith (ppt)

### Stages of Faith Activity

- Stages of Faith Activity Sheet (doc)

### Developing Your Lesson

- Determine your objective and activities to your lesson keeping in mind faith development

### Journal

- Using the Faith Reflection questions (docx), reflect on your faith journey

### K-W-L

- complete the last column of the KWL chart (pdf)

## Week 4-As Teachers: Sharing the Faith

### Reading

- Dees, Part Four (Days 22-28, pgs 102-145)

### Discussion

- BYOD Questioning the use of mobile devices for the classroom

### Discussion

- Evaluation/Assessment alternatives

### Lesson Evaluation

- Evaluate a past lesson using the file attached (pdf)
- Stages of faith (ppt)

## Stages of Faith Activity

- Stages of Faith Activity Sheet (doc)

## Developing Your Lesson

- Revisions with small group feedback (small group activity)

## Just Faith

- View JustFaith Justice Walking (Youtube)
- Social Justice (Powerpoint)

## Journal

- Teaching and experiencing social justice.

## Final Projects

### Completed Lesson Plan

### Self Reflection

### Discussion

- Roses and Weeds

# Rubrics for Grading

## Discussion Boards

	Incomplete	Satisfactory	Excellent
Participation <span>▼</span>	<b>0 (0%)</b> participant does not respond	<b>1 (50%)</b> Participants post answers that may or may not address several aspects of the question. Participants fail to reply to at least two other classmates with well written replies.	<b>2 (100%)</b> Participants post well written answers that address several aspects of the question. Participants reply to at least two other classmates with well written replies.

## Journals

Name	Journal Expectations		
Description			
Rubric Detail			
	Levels of Achievement		
Criteria	Novice	Competent	Proficient
Journal Entry	<b>1 Points</b> Journal was very limited and did not present a depth of understanding or personal experience.	<b>3 Points</b> Journal may or may not include depth of understanding, personal experience or development of reflection.	<b>5 Points</b> Journal is written with much reflection and shows that the student has read the material and understands the material. Student includes personal experience.

## Final Project: A Complete Lesson

	Let's work on this.	Pretty darn good!	Fantastic!	Excellent!
<b>Organization</b> ▼	<b>1 (5%)</b> Lesson plan is poorly organized and not developed. Does not include or includes very little detail.	<b>2 (10%)</b> Lesson plan is satisfactory with minimal development, minimal details.	<b>3 (15%)</b> Lesson plan is well organized but may not include all details or all activities.	<b>4 (20%)</b> Lesson Plan is highly organized and developed. Includes details, materials needed and detailed sequence of activities.
<b>Prayer Service</b> ▼	<b>1 (5%)</b> Prayer service was not well prepared and did not meet the requirements.	<b>2 (10%)</b> Prayer service may not have included all of the requirements, but included most.	<b>3 (15%)</b> Prayer service includes a purpose related to either the lesson, liturgical connection or other spiritual connection. Prayer service is creative. Includes prayer space suggestions. Attached prayer service was well written.	<b>4 (20%)</b> Prayer service includes a purpose related to either the lesson, liturgical connection or other spiritual connection. Prayer service is creative. Includes prayer space suggestions. Prayer service page was complete with the details of the prayer service included.
<b>Objectives Written</b> ▼	<b>1 (5%)</b> Lesson objectives did not develop the concept. Objectives did not follow writing guidelines. Objectives were not age appropriate.	<b>2 (10%)</b> Lesson objectives were fairly written, did not develop with details. May not have included any higher level objectives.	<b>3 (15%)</b> Lesson objectives were well written, followed guidelines, but may not have been fully developed.	<b>4 (20%)</b> Lesson objectives were clearly written and followed guidelines for writing. Objectives were written completely.
<b>Inclusive Activities</b> ▼	<b>1 (5%)</b> Activities were included that had no objective or objectives may not have had any activities associated. Activities did not show variation.	<b>2 (10%)</b> Not all objectives are developed with activities associated. Activities are described well. Activities may or may not vary.	<b>3 (15%)</b> Activities developed the objectives, activities are well written Activities may or may not have kept learner preferences in mind.	<b>4 (20%)</b> Activities developed the objectives clearly. Activities are described clearly. Activities vary for learner preferences
<b>Assessment Included</b> ▼	<b>1 (5%)</b> Assessment was vague or did not assess the objectives.	<b>2 (10%)</b> Assessment was included, but limited.	<b>3 (15%)</b> Assessment was included for some of the objectives, and included more than one form.	<b>4 (20%)</b> Various forms of formative /summative assessment are included.

As the traditional classroom moves to a new home without the physical structure, the role of the teacher, the design of lessons and the delivery of information transform to adapt to the new learning environment found online. As I developed an online course over the past few weeks, I have found that I had to consider new ways to deliver the lesson to enhance a learning experience as well as engage the participant in authentic and meaningful learning.

I really like the idea of a developing a collaborative community not only for working on a project together, but also for corrective learning. Social cognitive theory suggests that students learn from peers and that learning can be reciprocal. Creating a sense of community in an online format however has challenges because of the absence of presence. In my own experience with online learning I found that beginning with ice- breaker activities in the large group, building community in the large discussion forums allowed the group to build community. Community then develops as participants are given opportunity to share responsibility and expertise in authentic activities or projects.

Small groups are also important to include in online design. I found that small groups are best for more specific task work. As we experienced online learning in this course, our discussion board responses to one another led to insight about each person. I felt very comfortable sharing my lesson plan with another student because I felt that each participant had a level of expertise that would help me learn and give positive critique as well as formative suggestions to stretch the quality of my work.

In the course I developed, I feel I was able to achieve a sense of community within the four week structure. I provided discussion boards to share personal experiences and opinions connected to the



material. I also created a project that the participants collaborated on together that would provide an archive to take with them after the course was completed. I also included a formative assessment among peers in a small group, most likely I would keep the groups limited to three, so each person would be able to give quality feedback to one another. With the small group, I think I would try to provide tools that would allow better communication, perhaps suggesting that students use chat or some other conferencing tool. I don't think these were available in this free platform, but they are certainly available outside of the platform such as Yahoo chat, google chat or hangouts, or skype. This would give a virtual sense of presence and allow for communication to be more efficient.

I think that when I design another online course, I would include resources for additional extended learning for those that want to explore the topic further. This was one area that wasn't really discussed in the course. As I reflect back to our discussion about the difference between pedagogy and andragogy, adult learners who are self-directed may want to explore topics or concepts further than what is expected in the objectives. I did include in one area an option to explore additional resources, but I think in future designs, I would try to do this more.

Considering the actual method of delivery also needs to be considered. I found that delivering the information needs to be delivered in small chunks with resources included that meets various learning styles. Some of the material needs to be built on constructivist theory, building concepts and expanding on them. Each small chunk should have activities to help students monitor their learning through practice or application. As I evaluate my own design with this course, I feel I did this very well. I provided activities that applied knowledge as well as "chunked" the final project into pieces as the course developed, while also providing formative assessment as the project developed.

I feel this course was designed to show that I was able to apply strategies and theory that was presented in TED 540.