

Teaching Practicum

“...it is the teacher who always learns the most, not the students.”

We have all heard someone say “it is the teacher who always learns the most, not the students.” In the Antioch School, we believe this so much that we have incorporated “learning by teaching” into each of our programs.

The purpose of a teaching practicum is to learn core ideas through teaching. It is not primarily a teacher-training exercise, though it is likely that students will develop as teachers through the experience. Rather, our teaching practicum are designed to be learning experiences, placed fairly early in the programs of most students, in order to reinforce and deepen one’s competencies regarding the basics of the program.

The purpose of a teaching practicum is to learn core ideas through teaching.

The venue for teaching can be chosen by students and/or Certified Leaders. The Antioch School does not need to be notified in advance of the venue. Further, the venue does not necessarily have to be a formal teaching setting. Teaching practicum can be done with small groups, family devotions, and one--on--one discipleship. The intensity of the teaching may be different in various venues. For instance, you don’t need to insist that everyone read every article and do every project in a Leadership Series course. The intention is that students learn through a process of helping others to learn. Students should focus on helping others understand the big ideas and take steps forward based on those big ideas.

Note that Certified Leaders or others who are actively facilitating courses may satisfy their Teaching Practicum while they are working through the courses themselves with the groups they are facilitating. Like we stated above, we believe that those who teach tend to learn the most.

Teaching practicum should be evaluated in order to take advantage of the power of reflection in experiential learning. The evaluation should take at least three forms:

- Ministry leaders should evaluate the student's teaching to identify strengths and weaknesses related to the course content (not necessarily teaching skills).
- Participants should evaluate what they thought was accomplished in terms of their own learning, as well as what would have been helpful in better accomplishing the course goals. This may be a key indicator of areas that the student doing the teaching may still need to develop.
- Students should evaluate themselves in terms of what they accomplished, including what they identified as areas that still need further development.

A report of the experience, including what was done to prepare for it and how it was evaluated should be posted in the e--Portfolio. It should include learning goals for the experience, details about the experience itself, and identification of learning accomplished (or still needing to be accomplished).

Credit will be granted when the report is initially approved by the student's Certified Leader and validated by an Associate Faculty member.

***Credit will be granted when the report is initially
approved by the student's Certified Leader
and validated by an Associate Faculty member.***

Ministry Practicum

Criteria	1	2	3	4	5
1. Planning	No learning contract, goals, or items for preparation	Inadequate learning contract, perhaps without goals and items for preparation	Marginal learning contract, perhaps lacking sufficient goals and items for preparation	Adequate learning contract with sufficient goals and items for preparation	Clear and complete learning contract with goals and items for preparation
2. Experience	No report including activities and locations	Inadequate report including activities and locations	Marginal report including activities and locations	Adequate report including activities and locations	Thorough report including activities and locations
3. Reflection	No reflection on learning goals, other learning accomplished, and recognition of further learning needed	Inadequate reflection on learning goals, other learning accomplished, and recognition of further learning needed	Marginal reflection, weak on learning goals, other learning accomplished, and/or recognition of further learning needed	Adequate reflection on learning goals, other learning accomplished, and recognition of further learning needed	Significant reflection on learning goals, other learning accomplished, and recognition of further learning needed

Teaching Practicum

These are opportunities to learn through substantial teaching experiences and demonstrate learning through careful reflection and external evaluation. It is not primarily about students becoming better teachers, but learning through teaching. See Practicum Manual for further instructions.

Competency is assessed according to the following criteria:

1. **Planning.** Is there a clear and complete learning contract with learning goals and things to do to prepare for the learning experience?
2. **Experience.** Is there a thorough report of the experience, including activities, locations, time spent, and evaluations received?
3. **Reflection.** Is there a significant reflection on the accomplishment of learning related to the goals for the practicum, others identified in the process, and recognition of learning that still needs to take place?

Students who fail to post and/or have competencies validated by Associate Faculty for at least one Teaching Practicum within a one year period may be placed on Academic Probation.