

FeAutor Contribution & Review – Jane Doe, February 2011

Contribution

Not listed (due to reasons of anonymity)

Review

Not listed (due to reasons of anonymity)

Vision of Education Leadership

Not listed (due to reasons of anonymity)

Knowledge competencies – Jane Doe, February 2011

You will note most of these elements use the language of “familiarity” rather than expertise, but familiarity can mean many things. In this section you will reflect upon your experiences in this class and others as they inform your knowledge of the content areas of educational leadership.

1a able to articulate a clear statement of their faith, and following that, a clear vision for providing leadership in supporting faith nurture across the lifespan

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: My faith has been an integral part of me since I was very young. I was raised in a Nazarene church where the articulation of faith was essential to belief. I have struggled deeply with many faith-related issues on the heart level as well as the head level and have kept written documentation of it in journals, essays and poetry. I often share these experiences in my teaching and mentoring of others and feel very comfortable doing so. People always express gratitude for my “stories.”

As I’ve grown older, I’ve gained perspective on the growth of faith across the lifespan and I understand more clearly what is required at different stages along the way. I’ve also studied Fowler’s Stages of Faith and am able to apply much of that to the faith development of myself and others.

Plan for continued learning at the seminary and beyond

I still feel that I have much to learn, and I look forward to more structured instruction in nurturing faith across the lifespan—particularly in the later years of life.

1b familiar with basic faith nurture and learning theories: faith development over the life cycle, multiple intelligences, constructivist learning design, developmental learning principles, cross cultural learning, etc.

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: I just completed my psychology degree in 2010. I studied child and adolescent development, adult development, faith development (Fowler combined with Erik Erickson), multiple intelligences, and developmental learning principles. In my recent J-Term Education I class, I

learned and experienced the constructivist learning design and was profoundly influenced by its effectiveness.

I enjoyed all of these learning opportunities because they confirmed much of what I already knew intuitively. I have been a piano teacher for almost 30 years and a music teacher for groups of young children and their parents for 16 years. I have needed a working understanding of these areas to fulfill these roles.

Faith nurture played an important role as I single-parented three children from their preschool days into adulthood, and it continues with my grandchildren and even with my adult children. It was important as I taught children and teenagers in Sunday School for many years. I presently teach adult education in our church. I also find myself mentoring my teenage piano students who are Christians and need support in their faith.

In addition, I spend time with elderly people in nursing homes. I enjoy sharing music and prayer with them. There is a very special place in my heart for those who have lost so much but continue to need the reassurance that they can never lose the God who loves them.

Plan for continued learning at the seminary and beyond: I have had few cross-cultural experiences and will welcome that new adventure in learning and living. I also could use more instruction on learning principles and methods. There's so much to gain from educators who've figured out much more than I have.

1c familiar with the integration of biblical narrative, theological inquiry and ritual practice within religious education

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: In my role as chairperson of Adult Education for the past six years, I've challenged myself and my team to look carefully at biblical narrative and theological inquiry as we plan the curriculum each year. Our goal has been to educate the mind while integrating truth into the hearts and lives of our church members. We see much growth in our congregation, but there's so much more that could be done.

We've never consciously looked at ritual practice within religious education—possibly because I come from a non-liturgical background. This is a missing component, but I'm not sure where we should start—or if we might be doing more of it than we realize.

Plan for continued learning at the seminary and beyond I want to know much more in all three of these areas and to learn from others who have more experience and knowledge integrating the three.

I especially want to learn more about the role that ritual practice could play in enriching our learning experiences.

1d familiar with the history and trajectories of faith nurture, particularly in the student's primary denominational/faith community context, so as to be able to assess a specific context and develop learning strategies within it

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: If I'm reading this question correctly, it means that I am able to evaluate the history of our church's faith development/nurture and find ways to provide learning that are appropriate and beneficial to our church body.

This was the challenge I took on six years ago when I assumed responsibility for adult education. At that time, most people were biblically illiterate and most discussions were almost devoid of spiritual understanding. Our team set out to increase awareness of God's attributes and provided classes that got people into the Scripture in an environment where they could discuss their questions and discoveries. Community and safety formed, and we have continued to build on that by offering a wide variety of course offerings in many different learning environments.

Right now we're providing many different entry points into the study of Scripture and development of community. Our attendance has increased, people are much more comfortable articulating their faith and praying together, and the level of understanding has definitely grown.

That being said, we still have wide gaps and much biblical illiteracy. Many people attend nothing except the Sunday morning service. We are constantly assessing the situation with the help of our pastors. Sometimes we are greatly encouraged, and sometimes we are greatly discouraged. It's a long process!

Plan for continued learning at the seminary and beyond I have SO much to learn in this area. I can't wait to take more courses that will build my understanding. I feel weak in assessing good childhood religious education. I was a field representative for Yamaha Music Education System USA and was responsible for training & evaluating teachers while evaluating their learning environments. I felt competent in that arena. I would love to be as certain when troubleshooting childhood religious education.

1e *familiar with a variety of ways of supporting, structuring, facilitating and trouble-shooting learning communities*

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: I think I just answered this in the question above. It's hard to assess whether I'm relatively strong or not. So much of my "strength" comes from those I work with who think of things I'd never think of. Perhaps my strength is that I'm able to get people thinking, questioning, and contributing their ideas. I seem to understand which questions to ask and I'm able to keep the basics in focus. My gut (the Holy Spirit?) tells me when we lose focus and I'm very perseverant about keeping us on track. The focus I try to maintain is to keep Christ at the center of all we do and to increase others' understanding of a growing relationship with the triune God and what that means in their relationships with others.

Plan for continued learning at the seminary and beyond Although we've had some good success with this in our congregation, I do not feel well-equipped to walk into a situation unknown to me and understand what's going on. I'm very intuitive and work with the guidance of the Spirit, but I think I'd be more effective if I had more knowledge in these areas. This is one of the things about seminary that is most attractive to me: more knowledge, more understanding, more effectiveness in ministry.

1f *familiar with multiple models of faith nurture*

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: I'm completely unfamiliar with this—at least with the words "multiple models of faith nurture."

Plan for continued learning at the seminary and beyond I want to learn about this. Maybe it's something that's missing that I really need!

Attitude competencies – Jane Doe, February, 2011

In this section you will reflect upon your experiences in this class and in others as they touch upon or inform the attitudinal elements of the competencies. There may well be data that will be useful to illustrate these areas in your learning journal or in your CIQ copy, as well as the compilation for each week.

2a inquires easily into, and responds openly to others' ideas

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: This is probably one of my strongest areas of leadership. My pastor has told me I have a collegial style of leadership. Somewhere along the way, I realized that I don't know everything and that others may have much better ideas than I do. I find great joy in the pooling of ideas and the discussion, agreement, disagreement, compromise, and crafting of new and better ideas and plans. I seem to be able to create an open environment where people are able to be themselves and speak their minds.

My father was an authoritarian minister, and it has taken me years to realize I'm not that kind of leader. My fear of being like him kept me from leading with confidence. I've come to terms with much of this emotional baggage in the past six years and have—painfully—struggled through it to a place of much freedom and joy.

Plan for continued learning at the seminary and beyond: I'm eager to learn anything that will increase my understanding of good leadership. By the time I'm a pastor, I want to move with confidence and humility among those I'm called to lead.

2b easily and constructively surfaces and questions assumptions underlying ideas, feelings, and actions

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: This has been a blessing and curse in my life. I was always told that I "thought too much" as a teenager because I questioned assumptions. I wasn't very constructive with my questioning at that age, so much of it led to poor results.

Now I find that I constantly look at underlying ideas, feelings and actions in all situations in my life. It's who I am. I'm learning to thoughtfully frame questions and make sure that what I say can be heard by those involved. As I grow older, I'm aware of the need for appropriate language, setting, time, etc. I want my words to bear fruit and not to destroy others

Plan for continued learning at the seminary and beyond I **eagerly look forward to learning more** about myself as I deal with different situations. I hope my mentors, professors, and colleagues will be honest with me during this process and share both my faults and strengths with me.

2c *comfortably uses their own experience to critique expert opinion AND uses expert opinion to critique their own experience*

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: My life has been pretty tough. I've needed God's help to get through many very difficult situations. Throughout my years of survival as a single mom, I delved deeply into myself and my motivations through psychological therapy and with the help of spiritual mentoring. I can honestly say that I know myself well and that I'm self-aware. Because of this, I feel confident of what is true in my own experience and what is not, and I'm unafraid to use it to critique expert opinion. However, I also know where my experience is weak or faulty. I know what I *don't know*, and I'm more than willing to allow expert opinion to critique those experiences and weaknesses. I'm a willing learner.

Plan for continued learning at the seminary and beyond My prayer is that I will always be teachable and that I will use every opportunity in life to learn and grow. Seminary seems like a great place to strengthen this area of my life.

2d *nourishes personal curiosity about God's activities in the world, and is able to wonder with awe at God's activities*

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: This is truly one of my greatest joys in life! I absolutely love to look at life through the lens of "What is God up to?" I see Him in everything—both the good and the bad. He amazes me all of the time. I can't get enough of it (Him)! It just makes me so happy to be part of a world where God is actively involved with everything and everyone. I feel privileged and in awe. He can take the darkest, most impossible situations and turn them into gold. We might have to wait awhile

to see that, but he is absolutely faithful to us and to himself. I don't know if I'm competent in this area: I think it will take all eternity to become competent in this! But I can say that my life is immersed in this way of seeing. It has happened over the course of many good and bad times...and through many tears. But *it has happened*, and for that I'm profoundly grateful.

Plan for continued learning at the seminary and beyond I know I will continue to learn this over and again as I encounter the many challenges of seminary and the ministry. As I'm challenged to sort out my thoughts and beliefs, it will be important that I continue to see God at work in it all. It will be an essential part of my ministry to offer God's goodness to others who are in difficult and painful situations and who may not be able to see God at all.

2e comfortably engages diversity with personal integrity

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: I have a lot to learn about maintaining my personal integrity while engaging diversity. It might seem on the surface that I am comfortable with diversity, but I have a good deal of inner anxiety when confronted with others of different beliefs about Jesus Christ. I don't have very good tools to deal with conflict, and I don't think I've ever thought about the importance of maintaining my personal integrity when engaging diversity. I learned some important lessons from Mary Hess in our Education I class as she engaged the class in discussion about potentially divisive topics.

Plan for continued learning at the seminary and beyond This will be an area in which I'll be learning until I die. I'm going to use every opportunity to increase my level of comfort and competence in this.

2f is deeply engaged in lifelong learning

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: I returned to college as a freshman when I was 48 years old. At that time I had no idea how much I would love to learn. During my seven years as an undergrad, I gobbled up every ounce of learning that I could. I loved all of my classes (except statistics) and wanted to know more about every subject. I will never be able to stop learning; it gives me incredible joy and satisfaction. Inside, I feel as if I'm a little child and everything is new and exciting. The hard work necessary to learn is completely worth the effort!

Plan for continued learning at the seminary and beyond Never, ever stop learning and increasing my knowledge and understanding. Hopefully, wisdom will follow!

Skill competencies – Jane Doe, February 2011

This is the section where you will most likely find yourself with multiple “growing edges.” One of the reasons you are encouraged to space the EL requirements (the introductory course at the very beginning of the MDiv degree and a final course near the end) is that we “set the stage” for learning about educational leadership and then expect you to spend the bulk of your coursework and internship gathering the materials and learning the skills you’ll need. The final EL course is a chance to “polish” and demonstrate your achievements in this area.

3a capable of adequately developing, critiquing, and tailoring curriculum materials for use in a specific context (this includes denominational issues)

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competen

Explain: I fall somewhere between “growing edge” and “relatively strong” in this category. It is not difficult for me to critique curriculum and adapt it to specific contexts. I’ve developed and taught many Bible studies for adults and have also used the studies of others and adapted them. However, I don’t feel competent to develop material on denominational issues, and I think my scope of expertise is limited to what’s comfortable for me to teach. I’d like to grow beyond that.

Plan for continued learning at the seminary and beyond I hope that seminary will equip me to work in this area with more confidence and effectiveness. I need more experience developing/critiquing materials for the entire lifespan. I am very weak in technological and digital approaches and find myself frightened by them. Hopefully, I’ll be forced to come out of my cocoon.

3b capable of supporting theological and biblical reflection in a variety of contexts, and with a variety of people involved

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: Again, I fall between “growing edge” and “relatively strong.” It’s a great joy to share theological and biblical reflection with others. I spend much mental energy finding ways to present the gospel to a secular world through my writing. I’ve received positive feedback on my newspaper columns when I tackle spiritual issues.

I also feel natural sharing God's word in the nursing home setting, with my students and their parents, with friends, at church, and with my family. It was more of a challenge on the secular college campus, however I had some awesome opportunities to share.

I did an independent study on brainwashing, cults, fundamentalism, faith stages, etc. My professor let the study take on a life of its own. My final paper wove my own story of struggle into the psychological concepts. I was asked to present it to the Psychology of Religion class and had the opportunity to share the essentials of Christianity plus my own story of sin and grace. It was very well received and the professor's comments were, "Thank you for what you did for my class today!" It was one of those "God moments" that still gives me shivers.

Plan for continued learning at the seminary and beyond The ELCA's approach to sharing the gospel and reflecting on theology is different from my background in fundamentalism. I'm always analyzing both approaches for their effectiveness. I think both "sides" have something to offer the other. I will keep learning, watching, thinking, synthesizing, and applying new concepts, interpretations, and approaches. This will never end.

3c capable of supporting cross cultural engagement in at least one specific cultural context

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: Well, I'm married to a black Jamaican, so I guess I'm capable of supporting cross cultural engagement in at least one specific context! Apart from that, I've had almost no experience with this. However, I've always been very drawn to prison ministry and would love to work with women of all races in this setting through the use of music and writing. We'll see what God has in store.

Plan for continued learning at the seminary and beyond This will be a great learning challenge for me while in seminary, but one that I find necessary. I feel frustrated that both my piano teaching and church involvements minister only to white, educated, middle-to-upper class people. There is so much need...and the rich just get richer. I don't think I can stay in this scenario forever and still be true to God's call on my life.

3d capable of supporting intergenerational learning

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: For sixteen years I taught Yamaha Music Education classes wherein parents and children learned together. I was very effective there; in fact, the ELCA pastors that I taught in that

setting told me it was my ministry and have since told me that they could see me as a pastor long ago. (Encouraging!) However, I've never done that type of work within the church. I could probably figure it out, but it would be great to have instruction from others so that I could avoid lots of pitfalls and wasted effort.

Plan for continued learning at the seminary and beyond: Learn all I can, absorb everything I hear, apply as much as is possible. Try new things, bounce ideas off others, learn from both successes and failures.

3e capable of engaging at least one pressing contemporary learning challenge from within a faith community framework (denominational pluralism, interfaith dialogue, media culture, environmental pressures, socio-political unrest, peace and justice issues, race and class issues, gender, disability, etc.)

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: Here I fall between "unfamiliar" and "growing edge." Tomorrow my husband and I are teaching WELCA leaders about race and diversity, but I don't think I could come up with a study like this on my own. Most of my life has been centered on the individual aspect of a relationship with the Lord, so it's quite a stretch for me to move it outward into social issues. This is definitely an area where I need to grow.

Plan for continued learning at the seminary and beyond: Since J-Term I've felt my perspective broadening, so I'm confident that continued exposure in seminary and the larger church will increase my awareness and competence in this area.

3f capable of recruiting, training, supporting, supervising, evaluating and affirming volunteers in the shared ministry of Christian faith nurture

Initial assessment	Unfamiliar	Growing edge	Relatively strong	Competent
Final assessment	Unfamiliar	Growing edge	Relatively strong	Competent

Explain: I've enjoyed this aspect of chairing the Adult Ed team at church. I actually love to recruit people and disciple them through the team activities. It's exciting to see a group take faith steps together as they learn to work together. I have a long way to go, however, in this area and I feel the need for some formalized instruction in it.

It was easier when I was the director of a large Yamaha Music School and responsible for the training, support, etc. of six teachers besides myself. It was my paid position to supervise them and it was their paid position to work up to expectations. It's different with volunteers, and I haven't quite figured it all out.

Plan for continued learning at the seminary and beyond: I hope I'll receive training through seminars, classes, and workshops that deal with volunteer supervision and motivation. I'm sure I'll learn more during internships and contextual learning. I'll stay open to whatever is available to increase my understanding in this area.

Tracking and Evaluating Learning – Jane Doe, February 2011

Class being evaluated: EL1515 – Education I - J Term Intensive

Teacher: Mary Hess

How did the reading assignments in this course support your learning? Were they relevant, pertinent, accessible? Which ones would you keep for future versions of this class, and which would you discard?

The reading assignments laid the foundation for our classroom work. Although we didn't discuss the readings in detail, the knowledge from the reading was important to the discussions since it helped to build understanding. Mary highlighted the most important aspects of the books in the quizzes and in the discussions, and we were challenged to reflect on the reading assignments as we compared and contrasted them. I retained the main messages of all the books.

The reading was relevant, pertinent, and accessible—especially Parker Palmer's book *To Know as We are Known*. It was a challenging read, but the visual models Mary gave us helped it make more sense. I will hold onto this book, *Teaching the Faith, Forming the Faithful*, and *Opening the Book of Faith*.

Boundary Leaders contained many important concepts, but the first half of it was poorly written and repetitive. The basic concepts of the entire book could be condensed into a 15-page handout.

How well did the design of the course support your own learning? Was the structure of the class clear? Did the assignments support your skill development? How would you improve the course design?

I liked the variety in the class, for instance, some teacher presentation with discussion, and then small group activities to apply what we had just learned. The use of different activities such as Lectio Divina and motions for the Lord's Prayer were meaningful as well as spiritual—plus they gave us some tools for our own toolboxes.

The group work was surprisingly productive. Everyone contributed so we were able to learn from each other. The discussions in the large group afterwards were also good learning experiences. People felt free to express themselves, and if Mary thought they didn't feel that freedom, she created an environment where they did.

The assignments expanded my understanding of education and teaching. The quizzes were very well written and required critical thinking that encompassed all we were learning. Learning to use FeAutor was an important assignment that opened up many resources to me. It also gives me an outlet for my own creative endeavors.

I was very impressed by the daily CIQs. They created honesty and openness in the classroom plus they gave everyone a part in creating a good classroom environment.

How have your experiences in this class shaped your future teaching practice, if at all? How have they shaped your role as a learner in other settings, if at all?

This class was one of the finest educational experiences I've ever had. Although the design, structure, and assignments were very important to my learning, the most important learning "tool" was the teacher herself. I observed her methods of presentation, discussion, class evaluation, conflict resolution, respect for students, personal integrity and humility, fairness, and personal relationship to Jesus. She created a safe space where we could become obedient to the truth. We learned from her, but we also learned from each other and from the Holy Spirit.

I will understand education differently from now on, and I will definitely view my role as teacher with Mary's fine example in mind. In fact, I co-taught a class with my husband this morning, and found myself empowering those around me to learn from each other rather than to focus on me and what I had to say. The class was excellent and I found a new freedom and joy in the process.

I will also be a different type of learner. I've always been a "lone ranger learner." I've hated working in groups where few people contribute. My experience in this class taught me how worthwhile and FUN it can be to work in small and large groups. I'll enter new learning environments with a much more open attitude toward what those around me can teach me.

What do you think future students should know about EL 1515 to survive, or better yet, to flourish during the class?

It is very important to do the reading before the intensive class starts. Do as many of the quizzes as you can before you get to campus. It's not possible to do it all once you're on campus. Enjoy the time you're in class. Learn from everyone in the class, but be sure you share your own thoughts. They're valuable and others will benefit.