

Appendix 6

“What’s up D.O.C.C.C.?”

(Evaluating the: Devotional, Objectives, Contact, Content, and Connection)

I. **Devotional Time:** to provide a transition from life to class.

- A. Did it engage the students immediately?
- B. Did it model the “Three Step Method” of Bible interpretation?
- C. Did it introduce at least one of the central *objectives* for the lesson?

II. **Objectives:** The core ideas the students need to take away.

- A. Did I clearly articulate the lesson *objectives* to the students?
- B. Did I make connections between this lesson’s *objectives* and the whole module?

III. **Contact:** to help the student answer the question, “Why is this material important?”

- A. Type (Circle the type used):
 - 1. Attention focuser.
 - 2. Story-telling methods.
 - 3. Problem-posing.
 - 4. Other.
- B. Was the contact creative and interesting?
- C. Did it take into account the needs and interests of this particular group?
- D. Did it focus people toward the *objectives* and arouse their interest in it?

IV. **Content:** to communicate core cognitive *objectives*.

- A. Did the points I chose to pause the teaching work well?
- B. Did the students ask good questions relating to the content?
- C. Was I prepared with follow-up questions related to the outline points?

V. Connection: Answers the question: “What do the lesson’s *objectives* mean for me?”

- A. Can the students answer the question, “What should I do about this lesson’s objectives?”
- B. Did I anticipate helpful applications for my students?
- C. Did I give priority to student’s questions?
- D. Will the students leave knowing how to apply this lesson?

VI. Class Overall Evaluation

- A. Where did I see the Holy Spirit at work?
- B. Where did I see evidence of spiritual warfare? How do I need to pray for my students this week?
- C. Were all the lesson objectives covered?
- D. What do I need to remember about my students?
- E. What did I learn about teaching Capstone in this class?
- F. What good questions were asked?
- G. How did I integrate the readings into class?
- H. How did I emphasize and/or model the importance of the Scripture memory?