

# HANDBOOK FOR GLOBAL EDUCATORS



**Global Association of Theological Studies  
Global Missions of the United Pentecostal Church  
International**

# Table of Contents

	Page
Introduction	3
Global Association of Theological Studies	4
Purpose Statement of GEs	5
History of the Program	5
Qualifications for GEs	6
Duties and Responsibilities	6
Funding for GEs	7
Protocol for Inviting a GE to a Nation	8
Guidelines for Hosting a Faculty Development Seminar	9
Faculty Development Lessons	11
Sample Lesson: The Big Picture	13
Administration and Contact Information	25
Forms	26

Editor's Note: This is a Handbook for the Advanced Global Educators referred to throughout this manual as Global Educators.

# INTRODUCTION

The journey of Global Association of Theological Studies (GATS) began in October 2006 with a Global Education Network meeting at World Evangelism Center, Hazelwood, Missouri. Two visionary regional directors of UPCI's Global Missions, Robert K. Rodenbush and Jerry Richardson, had presented a proposal for such a gathering. At the invitation of the director of Education/AIM, Lloyd Shirley, an educational representative from each region joined the six regional directors for three days to discuss improving how Global Missions, UPCI, conducts theological training globally. In that meeting the Global Education Committee, Global Association of Theological Studies, and the Global University of Theological Studies were envisioned. They were later approved by the General Director of Global Missions, Rev. Bruce Howell, Planning for Progress, and finally, the Global Missions Board in February 2007. That was the easy part. Undertaking the global educational program was a gigantic task. It is an ongoing, evolving process.

The development of GATS gave birth to the Global Education Committee (GEC), composed of the Regional Directors, the regional GATS representatives, and the director of Short Term Missions/Education (GATS Coordinator), Coordinator of GATS Translations and the Assistant GATS Coordinator. The Global Curriculum Development Committee (GCDC), comprised of selected educators, was formed. These committees recognized the need to improve on-site education by training faculty members of local Bible Schools.

Such training would demand instructors who are qualified academically, sound doctrinally, relevant culturally, stable financially, and driven missionally. These people are Global Educators who facilitate faculty training in United Pentecostal Bible colleges around the world.

# GLOBAL ASSOCIATION OF THEOLOGICAL STUDIES

The Global Association of Theological Studies and its membership nations aims to develop and equip men and women to reach their maximum potential in apostolic ministry. The dual motto for GATS is “Pursuing Ministerial Excellence”, and “Taking the Word to the World”.

The Scriptural Mandate for GATS is:

“The Teacher searched to find just the right words, and what he wrote was upright and true” (Ecclesiastes 12:10, *NIV*).

“Go and make disciples of all nations” (Matthew 28:19, *NIV*).

Go...teach all nations...Teaching them to observe all things whatsoever I have commanded you” (Matthew 28:19-20 *KJV*).

“And the [instructions] which you have heard from me along with many witnesses, transmit and entrust [as a deposit] to reliable and faithful men who will be competent and qualified to teach others also” (2 Timothy 2:2, *AMP*).

GATS was established to standardize Bible School Training throughout the world. Every student should have access to a quality training program. It does not matter if it is a new work, a nationalized church or a developing nation, GATS provides structure, materials and training to ensure that Bible School administrators, teachers and students are equipped to achieve excellence in education.

Please go to the GATS website: [www.gatsonline.org](http://www.gatsonline.org) to discover all that GATS has to offer.

A strength of GATS is the training of faculty. Global Educators serve as instructors to train the trainers.

# **PURPOSE STATEMENT OF GLOBAL EDUCATORS**

Global Educators (GE) provides qualified instruction and approved curriculum to facilitate continued faculty education in the United Pentecostal Bible college overseas (outside of the United States and Canada). Specifically, GE is designed to

1. Train the trainers.
2. Create lesson material.
3. Equip Bible school administrators.
4. Teach courses on location at the Bachelor level.
5. Re-evaluate national GATS membership.

## **HISTORY OF GLOBAL EDUCATORS**

The Global Educators program began in 1998 under Lloyd Shirley's leadership as the director of Education/AIM. Global Training Institute (GTI) was a select group of ministers with academic qualifications and/or missionary experience. Such instructors would ease the load of the local faculty members by teaching one or two core curriculum courses or hold an intense seminar relating to an area of their teacher/training expertise, such as prophecy, hermeneutics, or evolution.

While GTI was a blessing, it became evident the real need of overseas Bible schools was developing and encouraging local faculty members. Thus, the focus of GTI became faculty development and the name was changed to Advanced Global Educators (AGE). In 2018 *Advanced* was dropped from AGE and it simply became Global Educators (GE).

# QUALIFICATIONS FOR GLOBAL EDUCATORS

Global Educators are North American educators and/or missionary personnel.

1. GEs must be apostolic in doctrine and practice. They should wholeheartedly embrace the UPCI's Articles of Faith.
2. GEs should be committed to the Great Commission. World evangelism should be their passion.
3. GEs should be culturally relevant and adaptable. They should be excellent cross-cultural communicators.
4. Academically, a GE should have a master's degree in a GATS field of study to teach bachelor level courses. This academic requirement may be waived if the GE has extensive on-field missionary experience or expertise in the courses they may be teaching. They should have an effective, proven teaching ministry.
5. GEs are expected to fund their teaching ministry from their own finances or donor support.

## DUTIES AND RESPONSIBILITIES

### **Global Missions expects GEs to**

1. Read and be familiar with the GATS manual and overall program.
2. Comply with the GE Handbook and follow ethical standards and comply with the GATS manual guidelines.
3. Communicate clearly with the field representative where you will be ministering, copying the Regional GATS Representative, Regional Director, Area Coordinator and Assistant GATS Coordinator
4. Be sensitive to the on-site cultural issues and needs.
5. Submit documents requiring translation six weeks prior to seminar.
6. Be flexible to "last minute" assignments.
7. Teach the GATS lesson content
8. Work within the planned schedule and available resources

9. Answer questions and make recommendation in accordance with GATS policy.
10. When inviting others to travel with you, obtain prior approval from GATS Coordinator and the contact person on the field.
11. Only GATS-approved Global Educators and missionary personnel are to teach in GATS seminars.

**Global Educators can expect Global Mission to:**

1. Provide ministry opportunities overseas Bible Schools
2. Provide lessons
3. Maintain a master calendar of International Faculty Development Seminars
4. Provide necessary forms for evaluations
5. Promote GEs to GATS member nations and in the North American fellowship.
6. Provide approved GE's PIM account numbers.

## **FUNDING FOR GLOBAL EDUCATORS**

Global Educators are responsible for funding. However, they qualify for a Partners In Missions account and can solicit donors to support their overseas ministry. PIM funds can only be used for the personal expenses of the Global Educator as related to overseas ministry travel. These funds cannot be used to help a Bible School pay for seminar expenses. GE PIM funds cannot be used for personal expenses in North America.

It is recommended that Global Educators have adequate medical insurance coverage for traveling overseas.

# **PROTOCOL FOR INVITING A GLOBAL EDUCATOR**

The protocol below should be followed by both the inviting nation or region (regional official or missionary) and the invited Global Educator (GE):

1. The regional official or missionary may contact the GATS assistant coordinator or the individual Global Educator to request a GATS seminar. During this initial contact, the requesting Regional Official or missionary should use the most efficient means of contact (email and/or telephone). The requesting Regional Official or missionary should “courtesy copy” the regional GATS representative, the Regional Director, the Area Coordinator and the GATS Assistant Coordinator.

The initial request should include the following minimum information:

- a. The Bible school(s) involved and their GATS level;
  - b. The anticipated number of Bible school administrators, faculty and missionaries attending the seminar;
  - c. The specific training needs (lesson content) of the Bible schools.
  - d. The proposed seminar location(s), dates and length.
2. Upon receipt of a seminar request, the GATS Assistant Coordinator and/or Global Educator will review the master calendar for date conflicts and availability of seminar instructor(s).
3. The GATS Assistant Coordinator and/or Global Educator will closely coordinate with the requesting regional official or missionary to:
  - a. Confirm the seminar location(s) and dates;
  - b. Confirm the seminar theme or special emphasis that will be reflected in the seminar lesson content;
  - c. Resolve issues that may arise.
4. Both the requesting Regional Official or missionary and the GATS Assistant Coordinator and Global Educator work closely with each other to ensure effective and continuous communication and coordination possible.



5. After the seminar is completed, both the requesting Regional Official or missionary and the GATS Assistant Coordinator and/or Global Educator will send after-action reports to their regional officials and the GATS Assistant Coordinator.
6. At the seminar site both parties should make preliminary plans, if possible, for the next two year of GATS seminars, establish tentative dates, location(s), and specific seminar needs.

## **GUIDELINES TO HOST A FACULTY DEVELOPMENT SEMINAR**

Each nation should establish an annual date for a Faculty Development Seminar to ensure continued growth.

1. To initiate the process for holding a Faculty Development Seminar, please contact your regional GATS representative and copy the Assistant Coordinator of GATS at *gats@upci.org*.
2. Establish a date for the seminar and provide a schedule.
3. Determine the best location for the seminar, taking into consideration access for the attendees, lodging, feeding, and adequate space for teaching.
4. The seminar should be held where attendees can be seated at tables with space for student/teacher interaction.
5. A white board, chalk board or flip chart should be provided.
6. Electricity is preferred as instructors may use a projector.
7. Handouts for attendees will need to be prepared in country and be ready before the seminar starts.
8. If translation of materials is required, English materials will be available to you at least 6 weeks in advance. Please advise if more time is need.

9. If interpretation is required for the teachings, please ensure that the translator is fluent and effective. The host nation will be responsible for any cost involved.
10. Recommend lodging, food and transportation needs for visiting instructors. Clearly communicate with them. Provide transportation provided to and from the airport/hotel and place of the seminar. GE instructors do not need the most expensive arrangements unless requested by them. Please communicate.
11. Communicate to the Global Educator estimated expenses for hotel, food, visa entry and incidentals.
12. Instructors will pay their own airfare, lodging, and personal food expenses. They will not come with extra funds to help pay for the seminar or additional requests. Anything done to lighten the load of their financial investment will be greatly appreciated.
13. The Global Educator, together with the regional GATS representative and local Bible school administrator will make the final decision on which lessons will be taught. 90 minutes are preferred for each lesson.
14. Only GATS approved lessons are taught in Faculty Development Seminars.
15. The host Bible School is responsible for a complete list of attendees and for keeping record of the evaluations for each student.
16. The host Bible School is responsible to provide the lesson material for each student as well as ensuring that they have writing instruments and note paper. The funding of the program is up to the host Bible School.
17. Following the seminar, please fill out an evaluation form and send it to the regional GATS representative and a copy to [gats@upci.org](mailto:gats@upci.org). Provide a list of attendees, comments or recommendations you may have.
18. Send a thank you to the special guests who ministered during the seminar.

# Faculty Development Lessons

One of the strengths of the GATS program is the ongoing development and growth of Bible School faculty. Over 50 faculty education lessons have been designed to take Bible School teachers and Administrators to a higher level of excellence.

Every GATS nation is encouraged to offer an annual Faculty Development Seminar for their teachers and staff. This not only ensures continual growth of their teachers and will have a direct impact on the students, local Bible School programs and thus the growth of the national church.

Global Educators travel throughout the world teaching seminars, mentoring teachers and administrators. Some Global Educators also write new lessons for Faculty Development.

## Available Lessons:

These are currently available in English, French, Spanish, Portuguese and Russian languages

1. Achieving Excellence in Bible School Administration
2. Teacher and Core Values
3. Teacher and Family
4. Teacher and Mentoring
5. Teacher and Priorities
6. Teacher and Creative Impact
7. Teacher and Creating and Island of Excellence
8. Teacher and His Responsibility
9. Teacher and Overcoming Temptation
10. Teacher and Lesson Preparation
11. Teacher and Authority, Responsibility and Delegation
12. Teachers and Critical Thinking
13. Teacher and the Big Picture
14. Teacher and Thinking, Learning, and Teaching Styles
15. Teacher and Course Planning
16. Effective Teacher Assessment
17. Teacher and Motivation
18. Teacher and Building a Positive Learning Culture
19. The Teacher and Helping Students Discover the Will of God
20. Teacher and His Lecture
21. The Teacher and His Calling
22. The Teacher and Bible School Going Local

23. The Teacher and a Fresh Look at the Great Commission
24. The Teacher and The Well Driven Nail
25. The Teacher and Critical Thinking in Spiritual Development
26. Teaching Strategies, Book 1 by James Poitras
27. The Teacher and Conflict Resolution
28. The Teacher and Teaching with Principle and Passion
29. The Teacher and Increasing Student Learning
30. The Teacher and Christian Education Begins at Home
31. The Teacher and Educational Psychology I
32. The Teacher and Educational Psychology II
33. The Teacher and Effective Student Assessment
34. The Teacher and Leadership Training Commitment
35. The Teacher and Personal Development and Evaluation
36. The Teacher and His Personal Growth Plan
37. Teamwork in Education I
38. Teamwork in Education II
39. The Teacher and Breaking Content into Chunks and Time Processing
40. The Teacher and His Values of Education
41. The Teacher as a Life Long Learner
42. The Teach and Patience

English: [www.gatsonline.org](http://www.gatsonline.org)

French: [www.agetenligne.org](http://www.agetenligne.org)

Spanish: [www.agetenlinea.org](http://www.agetenlinea.org)

# **SAMPLE FACULTY EDUCATION LESSON**

## **THE TEACHER AND THE BIG PICTURE**

### **KEY VERSES**

“And the [instructions] which you have heard from me, along with many witnesses, transmit and entrust [as a deposit] to reliable and faithful men who will be competent and qualified to teach others also” (II Timothy 2:2, AMP).

“Go . . . teach all nations. . . . Teaching them to observe all things whatsoever I have commanded you” (Matthew 28:19–20).

### **LESSON OBJECTIVES**

At the conclusion of this lesson, the student will be able to accomplish the following:

1. Recite and explain the purpose or vision of the Global Association of Theological Studies.
2. Demonstrate through personal, administrative, and instructional example the motto of GATS, which is “Pursuing Ministerial Excellence.”
3. Implement the four objectives of GATS in your Bible school.
4. Develop ministerial experience and expertise in one’s subject matter.
5. Set an example worthy of emulation by students.
6. Establish a personal growth plan and ministry action plan for one’s life.
7. Comment on the type of students needed in the Bible school. Recruit the same.
8. Express how GATS intends to develop the faculty.
9. Relate how students are like seeds and wet cement.
10. Explain the benefits of a well-planned curriculum.
11. List the four primary academic programs in GATS curriculum and recall the required classroom hours for each.
12. Outline the curriculum standards or requirements requested by GATS in order to be successfully involved in one of the academic programs.

## INTRODUCTION

Finding the big picture reminds one of the old story of the six blind men and the elephant depicted in a poem by John Godfrey Saxe.

Once upon a time there lived six blind men in a village. One day they were told, “An elephant is in the village today!”

They had no idea what an elephant was. Even though they could not see it, they decided to feel it. Each blind man touched a different part.

“An elephant is like a wall,” said the first man that touched the elephant’s side.

“On no, the elephant is like a rope,” said the second man that touched the tail.

“No, the elephant is like a snake,” said the third man that touched the long, wiggly trunk.

“It is like a tree,” said the fourth man that touched the elephant’s rough, hard legs.

“Excuse me. But, the elephant is like a big fan,” said the fifth man that touched the elephant’s ears.

“Oh, you are all wrong. The elephant is like a spear,” said the sixth man who touched the smooth, sharp tusks.

The six blind men started to argue. It’s like a wall. It’s like a spear. It’s like a rope. They did not agree. The king had been watching and listening. He said, “You only touched part of the elephant. You did not feel the whole animal.”

The men continued disputing. A little girl heard them and said, “Each of you is right, but all of you are wrong” (Adapted from “The Blind Men and the Elephant” by John Godfrey Saxe).

There are various versions of this story. However, the point remains the same. Each one touched a different part, but only one part. The elephant did have all of the features that each of the blind men said. Each was right, but all were wrong! None were looking at the big picture. In this lesson, our focus is looking at the overall purpose of our Bible schools, our objectives, and how to build a great Bible school program.

The Global Association of Theological Studies and its member schools develop and equip men and women to reach their maximum potential in apostolic ministry. Our motto is “Pursuing Ministerial Excellence.” Our comprehensive objectives and statement of purpose (expected results) include:

**Preserving the Message.** Nurture a faith community and a center of lifelong learning to preserve apostolic doctrine for generations to come (II

Timothy 2:2; Philippians 3:1; II John 1–2). Equip ministers to continue steadfastly in the apostles' doctrine (Acts 2:42; Hebrews 2:1); and to defend it within their cultural context (Jude 3; I Peter 3:15).

**Providing the Methods.** Explore the needs of a diverse and ever-changing society, and develop innovative print and non-print training and learning resources that are relevant to our cross-cultural environment.

**Producing the Ministry.** Prepare Spirit-filled, Spirit-empowered, and Spirit-directed students for excellence in apostolic ministry (Ephesians 4:11–12).

**Propagating the Mission.** Train and motivate students to possess a vision for, and participation in, global evangelism—preaching and teaching the whole gospel to the whole world (Proverbs 29:18; Luke 24:47). Cultivate leadership development to facilitate and sustain the harvest the Lord continues to give His church.

How is the vision of GATS and our member schools achieved? How are objectives met? It is through pursuing ministerial excellence in establishing and maintaining a great Bible school. What are the basics of a great Bible school program? Is it the students? Is it the faculty? Is it the facilities? Or is it the curriculum? Obviously, the best answer (based on our opening story) is that all are needed. We will look briefly at the staff, students, and studies.

## **STAFF WITH EXPERIENCE AND EXPERTISE**

Instructors should be experts in their courses, combining a balance of knowledge of the course content and on-the-field ministerial experience. Pastoral, church planting, and evangelism courses should be taught by those that are actually involved in the field. Instructors should be examples (to be followed) in the courses they represent. Each instructor should develop expertise in his or her specialized area of instruction and a variety of evaluation tools for each course. Specialized talents should be developed. Provide continuous education opportunities for staff including faculty education, books, and courses to develop expertise. Regular staff meetings are needed to promote communication and growth. Instructors should set an example in holiness, faithful participation in regional and national events, and with national financial policies and requirements. The instructors should demonstrate a strong love for the doctrine and the Word of God. In the unlikely event that a staff member does not show improvement in classroom ministry, that staff member should not be asked to teach in the new semester.

To raise the standard of educational and ministerial excellence, encourage instructors to be engaged in lifelong learning and have a personal growth plan. Instructors should take part in the Ministry Action Plan and project 3-5 growth goals per year. This is an annual listing of personal and ministerial goals.

An outstanding instructor is a growing instructor. One cannot grow others unless he is willing to grow himself. In classes and among staff we must create a “culture of growth.” It’s the way we do things around here. Read, read, read, and study, study, study. No escape. Be determined to be the best instructor possible. Strive to be an expert in your subject. Continuous education opportunities abound. We truly help others reach maximum potential only when we’ve attempted to reach it ourselves.

## **STUDENTS EAGER TO LEARN AND GROW**

Seek out students with aptitude, a genuine call into the ministry, educational qualifications, and a preferred history of active involvement with the United Pentecostal Church International. Every school has poor students, but they should not set the standards for the school. Students should be encouraged to discover answers on their own, and to write, read, research, and communicate. Provide mentors for our students that supply guidance. Respond to lack of discipline quickly. The time a student is in school is the time to work on behavior and attitude problems. Once the student has launched into ministry, it is too late to correct these things. Develop relationships with the students’ families if they are married, and provide opportunities for training their spouses. Take an active part in the placement of students within the church in your nation.

The following is taken from a lesson by Randy Adams (used by permission):

His name may be David, John, Kofi, William, or one from a host of names from anywhere around the globe. He has come to the Bible school looking for help. He steps into the classroom representing great potential. He comes, hopefully, having already experienced the full new birth and likely feeling that God has called him to some area of ministry. He no doubt has aspirations of doing a work for the Lord. He may not know when, where, how or even why, but hopes to find answers to all these questions in Bible school. Can you (Bible school teacher) help him? He is like a seed—complete yet undeveloped, full of untapped and possibly unknown potential.

His dormant and undiscovered talent may be that of a dynamic and effective evangelist, or that of a wise and compassionate pastor. He may become a Sunday school teacher or the dean of the Bible school.



He could have the potential of being the future national leader of the church, or become a missionary to some far away land. One thing is certain, he represents the potential of reaching untold multitudes of lost souls.

He has come to Bible school because he needs help—help that only God-called, Spirit-filled, Holy Ghost anointed teachers can give. He needs men and women to come into his life that have given themselves to the purpose of God and prepared themselves for such a challenge.

In many ways he is like wet cement, waiting for someone to shape his life. He wants to be first of all like Christ, but also wants to preach like Peter, pray like Daniel, prophesy like Isaiah, and win souls like Paul. He needs a teacher to identify his strengths and understand his weaknesses. He needs compassionate counsel; he yearns for a friend; he seeks answers but also wants to express his own ideas.

He is a Bible school student and he is yours for two years. What will you do with him? What changes will you help bring about in his life? Will you make a difference? Or, will you leave him as he is? What will he learn from you? Will the time and money spent for his Bible School education be a waste or a good investment?

He is a seed, and seeds are destined for the field and not to be kept in the barn. He desperately needs to fall in good ground, take root, grow and develop, and bring forth much fruit. His family needs this to happen. There is a town somewhere that needs this to happen. An un-evangelized region is waiting for his ministry. Perhaps an entire nation waits in darkness for him to come with the light of truth. Teacher, can you help him?”

The growth of a tree starts with a seed—a promise. Years ago, an American was travelling through a farming area in Russia. It had experienced brutal famine. People were starving. Piles of seed wheat for the next year’s planting stood in the village square. The American asked, “Why don’t you eat the seed wheat?” The Russian host answered, “You never steal from the future!” (Dale, *Seeds for the Future*, 2005, Preface xii). Specifically, our students are seeds for the future. Handle them with care. Preserve them for God’s desired future.

Students don’t arrive in our classrooms as mighty oak trees. They come with willing hearts and pass through a spiritual formation and maturation process. As instructors, we need to be growth oriented. How do the course objectives fit into the overall curriculum; the route God has planned for this student to reach his

maximum potential? The purpose for being here is clear. We're equipping others for works of service in God's kingdom (Ephesians 4:12) and in apostolic ministry. Like Robert Dale once said, we're "sowing seeds of ministry and growing believers toward leadership." That is the sole purpose behind the Global Association of Theological Studies. It is like a sign I saw: "We build Pentecostal leaders to grow Pentecostal churches." Spiritual growth is one of our four core values. We value helping people grow!

As teachers we understand that "the only thing that endures over time is the law of the farm: I must prepare the ground, put in the seed, cultivate it, weed it, water it, then gradually nurture growth and development to full maturity" (Covey, *Principle-Centered Leadership*, 1991, 17). Covey encouraged leaders to "see the oak tree in the acorn and understand the process of helping the acorn become a great oak" (35). We are in the agricultural business; we plant seeds and help others grow to their maximum potential.

We will sow seeds, grow believers, and reap the harvest. The Bible school's primary reason for existence is to train and equip workers for the ripened fields (Mark 16:15; Luke 24:47; John 9:4). It stands in the gap for a lost world (Ezekiel 22:30). On one side of the divide are those whom God calls into the ministry. Waiting on the other side is a ready harvest. We (in Bible school ministry) serve as middlemen guiding workers-in-progress as they cross the bridge.

It is a joy and an overwhelming responsibility to be involved in training workers for the harvest. Training the next generation of leadership in God's kingdom is a great privilege. John Maxwell said, "A leader who reproduces followers limits his success to what his direct, personal influence touches. . . . A leader who produces other leaders multiplies his influence, and he and his people have a future. . . . True success comes only when every generation continues to develop the next generation" (*Developing the Leaders Around You*, 1995, 197–198). Not only are we involved in the ministry of multiplication—reaching and teaching others—but in passing on the baton of truth and leadership to future generations. Christa McAuliffe said (and I wholeheartedly agree), "I teach; therefore, I touch the future."

## **STUDIES GEARED TO CHANGING MINDS AND HEARTS**

A carefully planned curriculum ascertains what the school is trying to accomplish and determines: (a) why? (b) when? (c) where? (d) who? and (e) how? It ensures that there is a balance between curriculum, content, and experience; between learning and doing. Truth transforms (John 17:17). D. L. Moody said, "The Bible was not given to increase our knowledge but to change our lives." A good curriculum and comprehensive objectives require careful planning, implementation, evaluation, and continuous improvement. *Curriculum* comes from a Latin word that means

“racecourse” and shares the same root word as *current*—the flow of water moving in the same direction. A well- planned curriculum will enable students to run the race, move in the right direction, and reach their goals.

At GATS we are also involved with the pursuit of quality curriculum. In that race there is no finish line. It is a daily quest for continuous improvement. A school armed with a vision, solid objectives, excellent curriculum, quality academic dean or principal, dedicated faculty, and diligent students that explore academic excellence can one day say, “I have fought a good fight, I have finished my course, I have kept the faith” (II Timothy 4:7). They will hear the Master Teacher respond, “Well done” (Matthew 25:21).

When GATS references curriculum, it is important to understand what is meant. It provides academic programs on four levels:

Certificate	Basic Bible Knowledge	150 Classroom Hours	Total of 150 Classroom Hours
Diploma	Ministerial Development 1	600 Classroom Hours	Total of 750 Classroom Hours
Associate Degree	Ministerial Development 2	750 Classroom Hours	Total of 1500 Classroom Hours
Bachelor Degree	Advanced Ministerial Development	1500 Classroom Hours	Total of 3000 Classroom Hours

GATS academic programs are based upon classroom hours rather than credit hours. Completing the required classroom hours can be done anytime—night, day, weekends, once a month, full time, part-time—whatever fits the local needs.

Member schools in one or more of these programs have agreed to teach the required courses (called core curriculum) for a minimum required number of classroom hours, in adherence to attendance and passing grade policies, and follow a predetermined set of course objectives. The selection of a course textbook is at the discretion of the local school. However, GATS provides an academic database of recommended textbooks for each course on its website(s). Textbooks help build a personal library for each potential preacher. Encourage students to make use of the library. Textbooks should be those written by United Pentecostal Church writers, or those of like precious faith, when such a textbook is superior or equal to any found on the subject by any other writer. No courses should be “just read the textbook” (the text is a reference). No teacher should just stand in the front of the class and read the textbook to the student.

We also provide two additional academic programs: distance education and faculty development. It should be noted that it will be some time before the distance education and bachelor degree programs are functional. All other programs are presently in use. All certificates, degrees, and diplomas for the six types or levels of studies are issued by the Global University of Theological Studies and are issued from our international office in St. Louis, Missouri, USA. Member schools merely send the transcripts. Once we ensure the GATS standard has been met, the appropriate certificate is released.

The following adapted story, originally written by John Mbiti, and quoted in *Christianity in Africa* by Kwame Bediako, brings an interesting (yet sad) point.

He had learned from all kinds of courses with heavy-duty, Greek names. It was his big day, Bible school graduation. His family and friends excitedly gathered. As his Associate of Arts in Theological Studies degree was being given, you could hear them chanting, “Kofi, Kofi, he’s our man. If anyone can do it, Kofi can!” After graduation, he packed his bags and quickly departed for his village. At home relatives, friends, and neighbors gladly welcomed him, “Kofi, Kofi, he’s our man. If anyone can do it, Kofi can!” Everyone was so thrilled. Jubilation was the order of the day. In the midst of the celebration, a scream was heard. Kofi caught a glimpse of his sister wallowing on the ground and rushed to her. Kofi yelled urgently, “Let’s take her to the hospital.” Those that gathered stared at him in disbelief. No one helped. Finally a schoolboy said, “Sir, the nearest hospital is eighty kilometers away.” Someone screamed, “She is demon possessed. Hospitals will not help her.” The village elder added, “You have been studying theology. Now help your sister. She is troubled by the spirit of her great aunt.” The crowd echoed, “Come on, Kofi! Kofi, Kofi, he’s our man. If anyone can do it, Kofi can!” But Kofi couldn’t. He turned slowly and went for one of his college textbooks on spiritual warfare. He searched the pages, looking for the needed answers. People continued to shout, “Help your sister! Kofi, Kofi, he’s our man. If anyone can do it, Kofi can!” He shouted back, “My sister is not possessed because my textbook says so.”

The moral of the story is that instructors should strive to balance theory with practical application and experience. This begins with carefully planning each course, making sure it is geared to maximum impact in the lives of students, and is related to the overall big picture. That is a topic for another lesson.

## **CONCLUSION**

Our teaching ministry will affect others long after we are gone. A Greek proverb says, “A society grows great when old men plant trees whose shade they know they shall never sit in.” Be deliberate at leaving a mark on this planet; do something that imparts seeds of truth to the next generation and impacts eternity for our world. Someone once said, “If your vision is for a year, plant wheat; if your vision is for a decade, plant trees; but if your vision is for a lifetime, plant men.” And that, dear friends, is our big picture!

# THE TEACHER AND THE BIG PICTURE

## LESSON IN REVIEW

NAME: \_\_\_\_\_

NATION: \_\_\_\_\_ DATE: \_\_\_\_\_

1. What is the purpose of the Global Association of Theological Studies generally and of your Bible school specifically? \_\_\_\_\_

\_\_\_\_\_

2. What are the four objectives of GATS?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

3. According to the GATS objectives, how do we go about preserving the message?

\_\_\_\_\_

4. How can instructors develop expertise? \_\_\_\_\_

\_\_\_\_\_

5. Why is it important for instructors to be good examples? \_\_\_\_\_

\_\_\_\_\_

6. How does GATS assist in faculty development? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Comment on the type of students needed in our Bible schools. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Identify what is meant by a “Ministry Action Plan.” \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Relate or explain how a student is like a seed. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Relate or explain how a student is like wet cement. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. In which ways are we as teachers in the agricultural business? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. What is the Bible school’s primary reason for existence? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Explain the law of the farm. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. According to John Maxwell, when does true success come? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. According to D. L. Moody, why was the Bible given to us? \_\_\_\_\_

---

---

---

16. What are the benefits of a well-planned curriculum? \_\_\_\_\_

---

---

---

17. Define or explain *curriculum*. \_\_\_\_\_

---

---

---

18. What are the four primary academic programs provided by GATS? How many classroom hours are ascribed to each?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

19. What are the GATS requirements or expectations regarding curriculum or academic programs of study? \_\_\_\_\_

---

---

---

20. Once all requirements are met by students, who issues certificates, diplomas, and degrees? \_\_\_\_\_

---

---

---



## **2019 GATS Administration Contact Information**

James Poitras [jpoitras@upci.org](mailto:jpoitras@upci.org)  
*Coordinator of GATS*

Brad Thompson [gats@upci.org](mailto:gats@upci.org)  
*Assistant Coordinator of GATS*

### **Regional GATS Representatives:**

Africa: Gerald McLean: ([gcmenu@gmail.com](mailto:gcmenu@gmail.com))  
Asia: Prince Mathiasz ([jpmathiasz@gmail.com](mailto:jpmathiasz@gmail.com))  
Central America & Caribbean: Brad Thompson  
([bradethompson@aol.com](mailto:bradethompson@aol.com))  
Europe: Mark Shutes ([markshutes@gmail.com](mailto:markshutes@gmail.com))  
Pacific: Troy Wickett ([troywickett1@gmail.com](mailto:troywickett1@gmail.com))  
South American: Joe Bir Sr. ([jabir7855@gmail.com](mailto:jabir7855@gmail.com))

### **Global Educators**

Brad Thompson: [bradethompson@aol.com](mailto:bradethompson@aol.com)  
Coordinator of Global Educators

Dr. Sidney Poe: [sidneypoe@gmail.com](mailto:sidneypoe@gmail.com)  
Coordinator of AGE/Sub-Coordinator of GE

Dr. Ralph Buie: [rbuie48@aol.com](mailto:rbuie48@aol.com)  
Secretary of Global Educators

# FORMS FOR GLOBAL EDUCATORS

# GLOBAL EDUCATOR APPLICATION FORM

Name : \_\_\_\_\_

Street Address: \_\_\_\_\_

Telephone/Cell: \_\_\_\_\_

City, State Zip Code: \_\_\_\_\_

Email Address: \_\_\_\_\_

Church You Attend/Pastor: \_\_\_\_\_

Age: \_\_\_\_\_ Marital Status: \_\_\_\_\_

## General Summary of Academic, Educational, and Ministry Experience

---

---

---

---

---

---

---

---

## ACADEMIC CREDENTIALS

---

---

---

---

---

## **PROFESSIONAL AND/OR TEACHING EXPERIENCE**

---

---

---

---

---

## **UPCI MINISTERIAL CREDENTIALS / EXPERIENCE**

**Credentials** (Circle highest credentials)

Ordained minister      General-licensed minister      Local-licensed minister

**Ministerial Experience** (Pastor, evangelist, minister, teacher, missionary, etc.)

---

---

---

---

---

**National, District and Global Missions Experience**

---

---

---

---

---

## **LETTERS OF RECOMMENDATION**

Attach pastoral recommendation (if applicable), plus two others

**Please submit this form to [GATS@upci.org](mailto:GATS@upci.org)**

# GATS MEMBERSHIP NATION RE-EVALUATION FORM

Name of Evaluator: \_\_\_\_\_

Nation: \_\_\_\_\_

Date of Membership: \_\_\_\_\_ Date of Re-Evaluation: \_\_\_\_\_

Name of School: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Name of Bible School Administrator: \_\_\_\_\_

Contact Information

Email: \_\_\_\_\_

Phone number: \_\_\_\_\_

Address: \_\_\_\_\_

GATS Program(s) Offered:

☐ Certificate      ☐ Diploma      ☐ Associate      ☐ Bachelor

Please fill out a Curriculum Comparison Form for the corresponding program(s)

Is the membership nation compliant with the curriculum requirements for the programs they offer?

Certificate ☐ YES    ☐ NO

Diploma ☐ YES    ☐ NO

Associate ☐ YES    ☐ NO

Bachelor ☐ YES    ☐ NO

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does the nation offer GATS Faculty Development Seminars? ☐ YES ☐ NO

If yes, what is the frequency of the seminars? \_\_\_\_\_

What are the desired dates for a yearly GATS Faculty Development Seminar?

\_\_\_\_\_  
\_\_\_\_\_

Does the administration maintain adequate student records and transcripts?

☐ YES ☐ NO

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Please attach academic catalog and/or school handbook.***

How can GATS better support the Bible school program in this nation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Additional Inquiries not needed for Re-Evaluation:**

1. Please describe student ministry involvement following graduation:

---

---

---

---

---

2. Evaluation of Facilities

Using a scale of 1-10, 10 being the best, evaluate the following and add any comments necessary.

Classroom Space: \_\_\_\_\_

Décor and Lighting: \_\_\_\_\_

Administration: \_\_\_\_\_

Food and Lodging: \_\_\_\_\_

Printed Materials: \_\_\_\_\_

3. Additional Comments:

---

---

---

---

---

---

# CURRICULUM COMPARISON FORM

## CERTIFICATE LEVEL

Course	Description	GATS Required Classroom Hours	Local School Required Hours	Shortage of Required Hours	Overage of Required Hours	Recommendations
Acts		24				
Bible Intro- duction	General overview of Bible	24				
Christian Living	Holiness, prayer, fasting, sacraments, tithing	24				
Pentecostal Doctrine	Oneness, repentance, baptism in Jesus' name.	30				
Life of Christ		24				
Evangelism		24				
Total Hours		150				



## DIPLOMA LEVEL

Course	Description	GATS Required Classroom Hours	Local School Required Hours	Shortage of Required Hours	Overage of Required Hours	Recommendations
Bible Survey	Old Testament	24				
Bible Survey	New Testament	24				
Biblical View of Missions		24				
Spiritual Leadership I		24				
Life of Christ II		24				
Tabernacle		36				
Ministerial Ethics		24				
Pastoral Duties		24				
Evangelism II		24				
Bible Doctrine I		36				
Bible Study Methods		24				
Church Planting		24				
Christian Education		24				
Family Life		24				
Homiletics		24				
Prayer and Fasting		24				
Practical Holiness		24				
Spiritual Gifts		24				
Stewardship		24				
Core Curriculum Hours		480				
Elective Hours		120				
Total Hours		600				

## ASSOCIATE DEGREE LEVEL

Course	Description	GATS Required Classroom Hours	Local School Required Hours	Shortage of Required Hours	Overage of Required Hours	Recommendations
Old Testament History		36				
Spiritual Leadership II		24				
Romans		36				
World Missions		24				
Major Prophets		24				
Minor Prophets		24				
Hebrews		24				
Ministerial Development		24				
Pentateuch I (Genesis)		24				
Pentateuch II		24				
Daniel and Revelation		24				
Bible Doctrine II	Oneness of God	24				
Church Growth		24				
Pastoral Epistles		24				
Epistles		24				
Pentecostal History		24				
Church Organization and Admin.		36				
Church History		24				
Comparative Religions		24				
Hermeneutics		12				
Pastoral Counseling		24				
Revival Principles		24				
Wisdom Literature		24				
Writing Techniques		24				

Core Curriculum Hours		600				
Elective Hours		150				
Total Hours		750				

## ADDITIONAL COURSES

Course	Description	GATS Required Classroom Hours	Local School Required Hours	Shortage of Required Hours	Overage of Required Hours	Recommendations
Total Hours						

# Faculty Development Assessment Form

*To be completed by the Global Educator*

## General Information

Host

Facilitator: \_\_\_\_\_

Location: \_\_\_\_\_

Nations Participating: \_\_\_\_\_

\_\_\_\_\_

Date of Seminar: \_\_\_\_\_

Names of Instructors: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Number in Attendance (attach list of participants) \_\_\_\_\_

Special Participants: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lessons Taught:

By Whom:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Types of Evaluation for the Lessons (Objective? Subjective? Assessments):

1. \_\_\_\_\_
2. \_\_\_\_\_

Did you do a GATS membership re-evaluation?    ☐ YES    ☐ NO

Did you do Bible school administration training?    ☐ YES    ☐ NO

Lessons Taught:

By Whom:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Evaluation of Overall Seminar

	Excellent	Satisfactory	Needs Improvement
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please complete the following evaluation using a scale of 1 to 5. '1' being poor and '5' being excellent.

### Evaluation of Individual Instructors

Name: \_\_\_\_\_ 1. 2. 3. 4. 5.

Lessons Taught:

---

---

---

---

---

Was Spirit-led	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Engaged the audience	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Encouraged interaction	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was easily understood	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Taught key points of lesson material	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Respected schedule	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was adaptable	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Comments: \_\_\_\_\_

---

---

---

---

---

Name: \_\_\_\_\_ 1. 2. 3. 4. 5.

Lessons Taught:

---

---

---

---

---

Was Spirit-led	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Engaged the audience	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Encouraged interaction	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was easily understood	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Taught key points of lesson material	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Respected schedule	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was adaptable	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ 1. 2. 3. 4. 5.

Lessons Taught:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Was Spirit-led	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Engaged the audience	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Encouraged interaction	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was easily understood	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Taught key points of lesson material	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Respected schedule	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was adaptable	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ 1. 2. 3. 4. 5.

Lessons Taught:

---

---

---

---

---

Was Spirit-led	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Engaged the audience	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Encouraged interaction	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was easily understood	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Taught key points of lesson material	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Respected schedule	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was adaptable	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Comments: \_\_\_\_\_

---

---

---

---

---

**Comments/Reflections:** \_\_\_\_\_

---

---

---

---

**Recommendations:** \_\_\_\_\_

---

---

---

---

---



# Faculty Development Assessment Form

*To be completed by the National Host Representative*

## General Information

Reporting Person and Position: \_\_\_\_\_

Location: \_\_\_\_\_

Nations Participating: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of Seminar: \_\_\_\_\_

Names of Instructors: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Number in Attendance (attach list of participants) \_\_\_\_\_

Special Participants: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lessons Taught:

By whom:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Type of Evaluation for the Lessons (Objective? and Subjective? Assessments):

1. \_\_\_\_\_

2. \_\_\_\_\_

Did you have Bible School administration training: ☐ YES ☐ NO

Lessons Taught:

By Whom:

_____	_____
_____	_____
_____	_____

### Evaluation of Overall Seminar

	Excellent	Satisfactory	Needs Improvement
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Communication from GATS representatives prior to the seminar:

☐ Excellent ☐ Satisfactory ☐ Needs Improvement

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please complete the following evaluation using a scale of 1 to 5.  
'1' being poor and '5' being excellent.

### Evaluation of Individual Instructors

Name: \_\_\_\_\_ 1. 2. 3. 4. 5.

Lessons Taught:

---

---

---

---

---

Was Spirit-led	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Engaged the audience	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Encouraged interaction	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was easily understood	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Taught key points of lesson material	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Respected schedule	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was adaptable	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Comments: \_\_\_\_\_

---

---

---

Name: \_\_\_\_\_ 1. 2. 3. 4. 5.

Lessons Taught:

---

---

---

---

---

Was Spirit-led	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Engaged the audience	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Encouraged interaction	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was easily understood	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Taught key points of lesson material	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Respected schedule	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was adaptable	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ 1. 2. 3. 4. 5.

Lessons Taught:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Was Spirit-led	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Engaged the audience	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Encouraged interaction	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was easily understood	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Taught key points of lesson material	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Respected schedule	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was adaptable	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ 1. 2. 3. 4. 5.

Lessons Taught:

---

---

---

---

---

Was Spirit-led	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Engaged the audience	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Encouraged interaction	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was easily understood	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Taught key points of lesson material	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Respected schedule	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Was adaptable	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Comments: \_\_\_\_\_

---

---

---

**Comments/Reflections:**

---

---

---

---

---

---

**Recommendations:**

---

---

---

---

---

---