

Assessing Your Manuscript Study Teaching

How often do you demonstrate the following inductive teaching skills?

Mark: N for Not Often S for Sometimes C for Consistently

Preparation

- _____ Anticipating group's expectations and needs
- _____ Thoroughness in observing the text (including context, content, connections, tracing themes within whole book, research, OT allusions)
- _____ Depth in considering interpretation (including implications of genre, original audience, understanding flow/structure of passage, how passage works literarily, clarity about core message)
- _____ Writing a succinct and compelling summary
- _____ Writing 4-6 application questions covering multiple points of connection with text

Leading the Study

- _____ Flexibility and creativity in teaching inductive method to suit the particular group
- _____ Nurturing community around the Word (breadth of participation, disagreeing well, etc.)
- _____ Bringing the narrative to life so that the group experiences the drama/tension of text
- _____ Asking clear, effective questions that use the observations and curiosity of the group
- _____ Controlling the pace of the study so that the central elements of the passage are clear and there is sufficient time for application
- _____ Self-discipline in what to share or press with a group
- _____ Using insights and language of the group in summary
- _____ Posing application questions that flow from the group's experience in the text

After the Study

- _____ Reflection on growth edges for self and group
- _____ Boldness in personal follow-up with participants