

DEVELOPMENT OF TEACHER TRAINING PROGRAM AMONG KOREAN EVANGELICAL CHURCHES: THE CASE OF GIMHAE-JEIL CHURCH

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According to Matthew 4:23, the teaching ministry of Jesus was one of his most important ministries. Jesus trained his disciples to teach and preach the gospel. Christian educators can not overemphasize the importance of the teacher's role and teacher training in the educational ministry of the church.

BIBLICAL BACKGROUND

Throughout the Bible there are many verses which emphasize the training of teachers in the church. The primary verse here is 2 Timothy 2:2, "And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others (NIV)."

2 Tim. 2:15 directs us to "do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the world of truth(NIV)." Acts 11:26 shows that "Barnabas and Saul met with the church and taught great numbers of people. The disciples were first called Christians at Antioch (NIV)." This indicates that they became known as real Christians by means of a teaching ministry people.

1 Tim. 4:12-13 states, "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity. Until I come, devote yourself to the public reading of Scripture, to preaching and to teaching (NIV)." Large numbers of scholars and pastors (Stamey, 1997; Griggs, 1974, 1985, 2003; Halverson, 2004 Park, 2002; Peace, 1995) point out that teachers need to be equipped to serve God.

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Problematic Phenomena in Current Church Education

In many local churches it has become evident that despite the many volunteers, most teachers will leave their positions easily for a variety of reasons. It has caused many problems, not only in the Sunday school but also in the adult congregations. This becomes a problem that even affects church growth.

The frequent departure of teachers from their positions forces churches to replace the teachers without deep and careful consideration of whom they are appointing, and this creates a variety of problems as a result. The first reason for this is that there is a lack of sensitivity amongst the teachers themselves as to God's calling them to be teachers (Park, 2002). Lacking this assurance or calling, they do not hesitate to leave their teaching ministry. The second reason for the teachers' departure is the lack of proper teacher training. Another reason teachers leave is the lack of satisfaction as Sunday school teachers. One of the more chronic problems in church education is teacher training.

A Definition of Teacher Training

Different people understand training in various ways. Baulmohl (1987) defines training as "those activities that help equip people to carry out a particular task or take on some specific responsibility" (p. 33). Based on their individual definitions, pastors have their own expectations on what teachers should be, should know, and should do. Teachers also have their own expectations for their own training program. Teachers, therefore, have their own set of questions. Those who are teaching wonder: "What kind of teacher do I need to be?" "What do I need to know?" and "What do I need to do as a teacher?"

Types of Teacher Training

Halverson (2004) introduced six types of training: regular interval training, special event training, in-the-classroom training, district and regional planned events, one-on-one training, and self-directed training. Baumohl (1987) sees three styles of training: expert-centered training, program-centered training, and participant-centered training.

Contents of Teacher Training

Halverson (2004) also introduced four different types of workshops as the contents of teacher training in her article, "A Year of Teacher

Training.” These are orientation and interpretation, support, spiritual growth, and teaching methods.

The author has been called to lead teacher’s training seminars, to teach teacher training courses and workshops, and to start teacher training schools for local churches nationwide. Although the topics, which the author has been asked to teach were mainly areas of teaching skills, she thinks that the contents of teachers’ training must cover three domains in balance. These would be the being, the knowing, and the doing domains as teachers. Therefore, this article will cover three domains of “what teachers should be,” “what teachers should know,” and “what teachers should do.” Then a section on “how to” will be added.

WHAT TEACHERS OUGHT TO BE

Terry Peace (1995) points out four things teachers should be. These are as follows: (1) Teachers should be a pressing example. (2) Teachers should be faithful; (3) Teachers should be loving; and (4) teachers should be trained. These are explained below.

An Ideal Teacher should be a Faithful Christian

Generally speaking, an ideal teacher whom pastors want is of the same figure/image regardless of the time and region, throughout history and whether in the west or the east. The ideal teacher is a model Christian. This model has the following characteristics: (1) a born-again Christian who has the experience of being born-again and leads a holy life, (2) one who lives a life of devotion, (3) one who leads a healthy life in body and spirit, and (4) one who has faith in the second-coming of Jesus Christ. If a teacher can not be a model, he or she is not qualified to teach, nurture, and guide others. Thus, an ideal teacher expects to possess the following qualities:

First, a teacher should be a born-again Christian. It is a crucial in Christian education to lead students to change their lives rather than to simply deliver the content of the Bible. Therefore, the content of teaching should include content that can cause students to change their lives. In this day and age, knowledge and information, even biblical knowledge, is easily accessible. Thus, the teacher must have a distinctive born-again experience.

Second, a teacher should be a Christian who lives a devotional life. The confession of a teacher’s faith must consist of a teacher’s

testimony. Teachers who do not have their own testimonies are simply transferring their knowledge to students. It is just a transmission of information without an aspect of transformation within students' lives. Teachers should grow in their spiritual lives. Nurturing other people with one's own dead spiritual life is the same as a blind man leading other blind men (Matt 15:14). There should be a continuous devotional life with the Bible even after the initial born-again experience. Teachers can not teach students without having their own spiritual growth processes. We must assume that if teachers are not experiencing spiritual growth, they are already dead in spirit.

Third, a teacher should be healthy in daily life and in the spiritual life. It is basic for teachers to pray. If we look into a teacher's Christian life, we can see a lack in their prayer life very easily. According to the observation of pastors, few teachers participate in dawn prayer meetings relative to the rest of the adult congregation. This problem is caused by the ages of the teachers, especially in Korea. Teachers for children's Sunday school are usually busy college students or young adults who are busy members of the business world. Teachers who are not diligent in prayer are missing the basics of what it means to be a quality teacher.

Fourth, a teacher should be a Christian who has faith in the Second Coming of Jesus. Teachers must share their past experiences with students, and teach students a variety of methods on how to live a Christian life in the real world. Furthermore, teachers must see students not only as they are in the present, but also see them with a vision of their growth as they become future leaders. Teachers must guide them towards the future. Then, teachers must continue to grow spiritually along with their students' growth.

Fifth, a teacher should focus more on transformation, rather than a transmission of information. A teacher is often seen as a messenger of information in appearance. However, Christian educators must know that they deal with the eternal souls of human beings. Therefore, a teacher must give his or her attention to the changes within their students through the content that they teach. In addition, the teacher must know the changes caused by both knowledge and other conditions. In other words, they must know the factors which affect their students and prepare for them. Thus, the teacher must always bear in mind that ultimately, the lives of their students is the only fruit that they harvest.

An Ideal Teacher should be a Well-prepared Teacher

A well-prepared teacher is not a one who simply prepares the information in terms of contents but a teacher who tries to grow in their inner, outer, and communal levels of maturity. Teachers who practice their own spiritual growth are thus prepared to teach all students and to participate in all educational activities. Ideally, a well-prepared teacher will be suited to teach in all situations, whenever and wherever a teaching opportunity warrants.

An Ideal Teacher should be a Practical Minister for Educational Ministry as a Companion to the Educational Minister

The teacher must often sacrifice himself for the revival and the development of the church at the front line. Teachers will teach, disciple, nurture, and manage students. Additionally, students will often see, hear, and learn more from teachers and not pastors or ministers. The teacher is as essential as a minister because he or she provides the actual care and guidance for students.

WHAT TEACHERS OUGHT TO KNOW

What do pastors want for their teachers to know in their teaching ministries? Terry Peace (1995) points out three things that teachers should know: (1) Teachers should know how to study the Bible. (2) Teachers should know how to teach effectively. And (3) Teachers should know how to minister in Christ's name.

In the individual teacher's perspective the question becomes, "What should I know?" The following subjects are the content which teachers should be able to teach and techniques which they should be able use in their teaching.

Griggs (1974) points out thirteen items for teachers to know in their teaching ministry such as the roles of the teacher, ten curriculum decisions, key concepts, instructional objectives, teaching-learning activities, teaching-learning resources, the planning process, the criteria for evaluating lesson plans, the art of asking questions, the creative use of media, different ways to increase student participation, and the design of teacher education events.

Contents which Teachers Should Know Personally

First, teachers should have a biblical foundation (introduction to the OT and the NT), a theological foundation (theology for lay people), as well as the philosophical and historical foundations as needed. They should have an understanding of educational psychology as applied to the teaching-learning process, an understanding of human development as applied to their students, and a grasp of the organizational perspectives between society and the church.

In the author's denomination, the Korean Evangelical Church, the Department of Christian Education has published training materials for teachers for four semesters. The following subjects are included in the contents as subjects which the teachers must know, with eight lessons for each semester.

The first semester covers the foundation of Christian education, an introduction to the Old Testament, the teaching-learning process, worship and Christian education, a history of Christian education, the theory and practice of story-telling, and a practicum. The second semester covers systematic theology, denominational doctrine and history, evangelism and Christian education, teaching-learning theories, church music and Christian education, the administration of Christian education, the theory and practice of recreation, and a practicum.

The third semester covers church history, Christian ethics, the design of the denominational curriculum, educational psychology, the theory and practice of educational evaluation, special educational curricula for the Christian calendar, the theory and practice of the sermon, and a practicum. The fourth semester covers the role of Sunday School teacher, Jesus as the Master Teacher, human relationship dynamic, class management, an understanding of students (Kindergarten, Elementary, Youth), and a practicum.

Principles and Techniques which Teachers Should Know

Even though there are many things which teachers should know, Milton Gregory (1883) suggests seven laws for teachers that they should know in the general practice of education. The following is the summary of his seven laws of teaching: First, the teacher should know that which he or she would teach and those to whom he or she would teach (*Law of the Teacher*). Thoroughly know and become familiar with the lesson you wish to teach. Teach with a full mind and a clear understanding; Second, the teacher should know how to generate

student interest in the lessons and materials to be learned (*Law of the Learner*). Gain and keep the attention and interest of the pupils at the beginning of the lesson. Do not try to teach the students without first having their attention; Third, when teaching, the teacher should use the language which both the teacher and students will understand in the same way (*Law of Language*). Use words understood in the same way by the students and teachers--make sure the language is clear and vivid to both; Fourth, the teacher should begin with the truth that the students already know in order to teach a new truth (*Law of the Lesson*). Begin with what is already well known to the students concerning the subject and with what they themselves have experienced. Proceed to the new material through single, easy, and natural steps, letting the known lead into and explain the unknown; Fifth, the teacher should arouse (excite and direct) the self-activities of the students, and as a rule tell them nothing they can learn themselves (*Law of Teaching Process*). Stimulate the students' own minds to action. Keep their thoughts looking forward as much as possible, giving them the attitude of a discoverer, or an anticipator; Sixth, the teacher should cause students to produce the truth to be learned in their own minds (*Law of the Learning Process*). Require that students reproduce the lesson they are learning in thought- thinking it out in its various phases and applications until they can express it in their own words; Seventh, the teacher should complete, test, and confirm the teaching through review and application (*Law of Review and Application*). Review, review, review, reproducing the old, deepening its implications with new thoughts, linking it with added meanings, finding new applications, correcting any false views, and completing the true.

WHAT TEACHERS OUGHT TO DO

What should teachers do specifically? Pastors want teachers to do the practical aspects of what they are doing because they are working in the field of pastoral education. Donald Griggs (1985, 2003) suggests seven skills that teachers should have such as the ability to build relationships, encourage participation and interaction, plan for teaching with curriculum, develop Bible skills, enable creativity, use audio visuals, and nurture faith. Griggs (1974) also points out that knowing and preparing of a lesson plan with articulated instructional objectives in teaching.

Terry Peace (1995) notes three things teachers should do: (1) Teachers should prepare his heart in prayer; (2) Teachers should prepare the lesson; and (3) Teachers should prepare to let the Holy Spirit work. The Evangelical Training Association (ETA, 1983) has published teacher training materials annually and conducted teaching projects for local churches in the United States. *Teaching Techniques for Church education* is one of the best teacher training books by the ETA.

Prepare for Each Lesson of Study Exhaustively

In many churches, it is often observed that many teachers prepare for their Sunday school lessons during the children's worship time. This indicates that those teachers came to church without having prepared their lessons. The pastors must ask their teachers that teachers must exhaustively prepare for each lesson before Sunday. The best way for pastors to grasp whether or not their teachers are preparing for the lessons is to examine the lesson plans, namely the instructional objectives that the teachers set for each lesson. Instructional objectives are more important than the specific content to be taught as they indicate the overall direction of the class.

Making a Teaching Plan

Teachers at the Sunday school are different from those at public school because the former are all volunteer teachers. Thus, the making of plan of lesson is not mandatory; thus, it appears normal for teachers not to prepare seriously a curriculum. It may be hard for many teachers to prepare every week, but ideal teachers do it.

Establishing Objectives for Each Lesson

The objectives of each teaching plan for each week are significant. The most important thing is to teach what the objective of this lesson is in the most suitable hours at each church as well as according to the ecclesiastical calendar.

Adequate Class Management

Understanding and Managing Student Dynamics and Students

Teachers are responsible of keeping a warm atmosphere for the class. It makes it easier for teachers to control the classes, and for

students to learn better in those classes. The management of students must include the present students as well as former students. Teachers should be able to discipline the students in order to develop the atmosphere of the class, to manage the students, and in order to develop the student's behaviors.

Handling of Questions

Skillful teachers are able to handle the students' questions. It is impossible for teachers to teach students if they do not know how to handle appropriately questions, including the more difficult ones.

Study for Teaching

Study of Teaching Methods for Students

Teachers should know how to teach. Generally speaking, when Sunday school teachers concern themselves with teachers' training, this usually involves teaching skills only. Teaching methods, however, are not merely teaching skills, but the development of a teacher's ability to teach and the use of new concepts in teaching.

Evaluation of Teaching and Learning

Teachers should be able to self-evaluate their teaching and what their students are learning. The measure is not of what content and how much information the teacher has taught but rather of what content and how much information the student has taken in. In Christian education, successful education is not a matter of a teacher's lessons but of a student's learning. Evaluation must be used to measure student's learning as well.

Other Educational Activities

Preparation and Participation in Worship

Teachers should prepare a worship service carefully and participate in worship together so that worship can become a sincere and inspirational act for both the teachers and the students. Students will not only learn from the teacher's instruction in the class but also through the attitude towards worship that the teachers show when they prepare and participate in service along with students.

Supervision of Educational activities and Administration

Christian education is not only completed in the Sunday school classroom through the instruction of intellectual domain or through the dispensing of knowledge and information. The attitudes and behaviors of the teachers in church will affect the students, as well as their behaviors in daily life in general society. Sunday school teachers must live their lives along the lines of what they have taught their students. Sunday school teachers should also have the ability to supervise the educational activities and administration of the Sunday school. If all teachers are capable of supervising instruction, churches will not face the inherent problems that an educational department will face with the loss of teachers or temporary absences. A redundancy of this capability will ensure the continuity of educational programs and proper administration among the teachers in those churches.

Participation in Teacher Training Program

For teachers who want to develop their own teaching abilities, many churches and denominations provide a variety of training programs and seminars. With this in mind, churches must encourage and support their teachers to participate in these programs. Teachers should participate in these programs and develop their teaching abilities for the good of their students.

HOW TO CONDUCT TEACHER TRAINING

This section explores practical issues in teacher training. The following questions need to be addressed with regard to teacher training: Who should teach the teachers? Who is in charge of the teacher training? What subjects should be taught? How many subjects or credits should teachers take? How should a church start teacher training?

Who Should Teach the Teachers?

The various subjects of teacher training can be divided into four groups according to those who teach the classes. Depending on the need of the subjects of teacher training courses, there are four groups as instructors. The first group consists of pastors who will teach the various theological and pastoral areas. The second group includes the pastors of the educational departments who will teach educational and ministerial courses. The third group consists of experienced teachers

who can share their experiences in the practical areas of Christian education. The last group should compose of experts in the field of Christian education who would teach educational theories and other special areas not covered by other groups.

Subjects Taught by Pastors

These will be theological and pastoral subjects. For the first semester, two introductory subjects in the Old and New Testaments may be taught. The second semester may have two subjects in systematic theology and the theology and history of the Korea Evangelical Holiness Church. Then, the third semester may have three subjects in Church History, Christian ethics, and the theory and practice of homiletics.

Subjects by the Pastors of the Educational Department

These are mainly educational subjects. In the first semester four subjects may be taught: foundation of Christian education, teaching and learning 1, worship and Christian education, and the history of Christian education. The second semester may have three subjects in evangelism and education, teaching and learning 2, management of the Sunday School--administration of Sunday school. The third semester may have three subjects in teaching-learning 3, theory and practice of educational evaluation, and seasonal education activities. Then, in the fourth semester, six subjects may be taught: Sunday school teacher theory, the education of Jesus, management of the small group, the understanding of learner, and theory and practice of the counsel.

Subjects by Experts of Christian Education

The first semester may offer a subject in the theory and practice of storytelling. For the second semester, two subjects in Church music and theory and practice of the recreation may be taught. The third semester may offer a subject in the understanding of the denomination curriculum. Then, a subject in relationship of the disciple may be offered by the fourth semester.

Subjects by Experienced Sunday School Teachers

The unit for the teacher education is divided among areas such as the entire denominational unit, regional district, sub-district, local churches. Each form has their strong and weak points, however I

recommend that teacher training by sub-district is the most desirable form.

Approximately eighty percent of churches in author's denomination have less than 20 teachers for their Sunday schools. Due to the lack of teachers, many churches have problems with opening teacher training with several key difficulties, e.g., the lack of financial resources and a lack of a representative liaison for the teachers.

What Subjects Should be Taught in Teacher Training?

Teacher training course will be divided into two major categories as Christian education subjects and basic subjects for Christian life. Each category must be divided into two parts whether they are core courses or elective courses. Then, each part must have a theoretical section and a practical section. Based on this principle of division, subjects are divided into the three semesters as shown in the following matrix. In this article, the author puts the subjects into three groups at different levels for teachers of different levels of ability such as the pre-teachers, the standard level teachers, and the leaders of each Christian education department.

Pre-teacher's program (8 credits)

Semester	Winter (4)	Summer (4)
Christian Education	Mentoring 1 Human development 1	Class management Learning styles
Christian Basics	Old Testament New Testament	Four-fold Gospel (denomination-specific doctrine) Teacher's Spiritual Life

Teacher's program (12 x 4 = 48 credits)

First year: Spring Semester

Courses	Core course	Elective
Christian Education	CE philosophy T-L theory: Ed. Psychology Church History Church Music	Education by play Jesus' Teaching Control Questions Use of A/Video
Christian Basics	Systematic Theology 1 Teachers' Spiritual life	Computer 1: Internet search Healing by Readings

Fall Semester

Courses	Core course	Elective
Christian Education	Lesson preparation Denominations Story-telling Development of Creativity	Teaching methods 7 laws of learners Child Evangelism Discipline / Counseling of students
Christian Basics	Inductive Bible Study Systematic Theology 2	Church music for Christian education Computer 2: Homepage

Second year: Spring Semester

Courses	Core course	Elective course
Christian Education	Christian education Theology Visitation Understanding of Child	Cooperative teaching 1 Cooperative Teaching 2 Children music and Motion
Christian Basics	Teachers' daily life Book-keeping Counseling of students	Computer Class 3: Power point Learning Center Recreation

Fall Semester

Courses	Core course	Elective
Christian Education	Lesson plan Worship & Christian Education 7 Laws of Teaching	Contemporary Culture & CCM Follow-up Class Discipline and Discipleship Class
Christian Basics	SS Administration Christian Ethics Systematic Theology 3	Computer Class 4: Excel program Understanding of Cults Special Seminar 1

Departmental Leader’s Program

Course Leaders
Organization and Administration Leadership for Church Education Theory and Practice for SS Sermon Program Development: Planning, Administration, and Evaluation Design of Proposal for each Department Ministry Theory of Mission

How Should a Church Start Teacher Training?

Many churches have started a teacher’s training program (TTP), but not all have succeeded for various reasons. Kimhae-jeil Church (KJC), however, has thus far been successful since the inception of its TTP. There are several reasons why KJC was successful in its TTP.

First, in the case of KJC, the senior pastor has been eager to encourage all teachers to participate in a teacher’s training program. Teachers know that the senior pastor will not continue appoint existing teachers to teach in the Sunday schools after two years of conducting training programs, assuming that they have not completed them. The senior pastor also assigned one assistant pastor to be the supervisor in charge of the teacher training program. He also invited an expert of Christian education to visit his church once a month in order to supervise their teacher training program and teach several courses.

The second reason for the program’s success was that the assistant pastors who were in charge of the TTP have been faithful to conduct the TTP. Since the TTP was started in KJC in 2001, three assistant pastors have been in charge of this program. They have had good relationships with the teachers and the visiting expert of Christian education. At the same time, they were successful in gaining the senior

pastor's support and church's support. From the beginning, they have thoroughly kept files on the teachers and the courses, attendance records, and any other administrative documents.

The third reason that the program became successful was that the church made a standardized manual to conduct the TTP so that all teachers knew which courses they needed to take, when they needed to take them, and how to keep their credits organized in order to obtain a teaching certificate.

The fourth reason for success was that KJC charged the teachers' tuition fee for the courses, and spent the entire tuition amount for teachers' meals and snacks. All other expenses have been supported by KJC.

Use of Curriculum Development Theory and Principles

According to experts of curriculum development (Ford, 1991; Ornstein & Hunkins, 1988; Tyler, 1949; Wyckoff, 1961), curriculum developers must keep basic curriculum development principles in mind for any curriculum, including curriculum for teacher's training. KJC's TTP was designed according to the principles of scope, sequence, and flexibility within its curriculum development. Based on Wychkoff's theory, the curriculum design of KJC's TTP can be seen as a well balanced program.

CONCLUSION

Teachers in Christian churches are not simply providers of instruction, nor are they stimulators for their students to obtain intellectual trivia; rather, they are helpers for students to live for Jesus Christ throughout their lives. In order to accomplish this goal, teachers must grow in their lives, both physically and spiritually. They should be equipped to live up to the ideals of a faithful teacher. With this in mind, they must receive an ongoing system of training.

Teacher's training may mean different things to different churches. KJC's TTP was introduced in this article as an example but not as a standard. This example may be used in any local church. However, in order to evaluate a model of teacher training, there should a good instrument of effective evaluation. Harold Westing's book, *Make Sunday School Grow through Evaluation*, can become a good instrument as the criteria of TTP.

Teacher's training programs have been developed in various ways for various churches, whether small, medium-sized, or large churches. There can not be a single standard or system of training for all churches. This means that each church must examine its own situation thoroughly, and then adapt some of the suggestions from this article as applicable.

Since there is lack of both of empirical studies and theoretical studies on teacher's training, this article is not able to provide enough information with regard to TTP. This article also can not provide adequate information with regard to the issues of how to start or how to conduct teacher's training.

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