

Central California Conference of Seventh-day Adventists
Office of Education
Performance Standards for Teachers

Introduction

The Central California Conference Office of Education believes that Seventh-day Adventist teachers are at the core of what and how true learning takes place in the classroom. It is for that reason that redefining, communicating, and adhering to a common set of teacher performance standards is of critical importance. We believe that our mission and educational system is unique; therefore, we affirm and recognize the value of the philosophy, goals, and essential core elements as delineated by the *Journey to Excellence* document. The Journey to Excellence document is the roadmap that we are to follow to obtain the desired student outcomes; therefore, we must be constantly reminded of and refer back to these benchmarks. Teacher performance standards should be closely tied to and strengthened by the underpinnings of these ideals.

Philosophy of Seventh-day Adventist Education

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Through the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in nature, the Bible, and Jesus Christ. The distinctive characteristics of Adventist education, derived from the Bible and the inspired writings of Ellen G. White, point to the redemptive aim of true education: to restore human beings into the image of their Master.

While God presents His infinitely loving and wise character as the ultimate norm for human conduct, human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of returning human beings to their original relationship with God. Its time dimensions span eternity.

Adventist education seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—physically, intellectually, socially, and spiritually. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

Goals and Essential Core Elements for Curriculum in Seventh-day Adventist Schools

The following goals have been established to support the unique philosophy of Adventist education. Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

- 1. Acceptance of God:** Surrender one's whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one's life.
 - A.** Accept God as the Creator and the Redeemer.
 - B.** Have a growing knowledge of God's Word and enjoyment in its study.
 - C.** Embrace God's gift of grace by accepting Christ as one's personal Savior.
 - D.** Discover the importance and power of prayer and faith in one's relationship with Jesus.
 - E.** Value God's revelation of Himself through inspired writings and creation.
 - F.** Respond to God's love by using one's spiritual gifts to serve others.
 - G.** Recognize that God gave the Ten Commandments to show us how to love Him and each other.
 - H.** Value and participate in worship alone and with others.

- 2. Commitment to the Church:** Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.
 - A.** Be an active participant in one's local church.
 - B.** Understand how the organization of the Seventh-day Adventist Church facilitates its mission.
 - C.** Become involved in spreading the gospel throughout the world.
 - D.** Accept the fundamental beliefs of the Seventh-day Adventist Church.
 - E.** Appreciate the heritage of the Seventh-day Adventist Church.
 - F.** Relate to lifestyle choices and cultural issues based on biblical principles.

- 3. Interpersonal Relationships:** Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.
 - A.** Recognize that God's ideal for the basic unit of society is the family.
 - B.** Develop an appreciation for the diversity of individuals.
 - C.** Acquire knowledge, attitudes, and skills essential to meeting family responsibilities whether living alone or with others.
 - D.** Recognize that God's unconditional love gives one self-worth.
 - E.** Value sexuality in the context of God's ideal.

- 4. Responsible Citizenship:** Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others, and accept responsibility for local, national, and global environments.
- A. Exhibit concern and sensitivity for other peoples and cultures.
 - B. Participate actively in local, national, and global communities.
 - C. Understand the functions of governments and their impact on individuals and society.
 - D. Use a Biblical perspective to analyze history and current events.
 - E. Assume an active role in nurturing and preserving God's creation.
- 5. Healthy Balanced Living:** Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.
- A. Recognize that God's ideal for quality living includes a healthy lifestyle.
 - B. Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, and trust in God.
 - C. Avoid at risk behaviors.
 - D. Apply Christian principles in recreation and sports.
 - E. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities.
 - F. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.
- 6. Intellectual Development:** Adopt a systematic, logical, and Biblically based approach to decision-making and problem-solving when applied to a developing body of knowledge.
- A. Broaden intellectual abilities through the study of God's Word.
 - B. Use critical and creative thinking skills in "real world" experiences.
 - C. Develop one's intellectual potential in natural sciences and mathematics; arts and humanities; social sciences and applied arts.
 - D. Utilize effective study techniques to locate, organize, and learn information.
 - E. Apply the principles of life-long learning.
 - F. Approach all intellectual pursuits from a Biblical perspective.
- 7. Communication Skills:** Recognize the value and importance of effective communication and develop the requisite skills.
- A. Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language.
 - B. Apply a Christ-centered perspective to all forms of personal expression and media.
 - C. Understand how sensitivity to the differences of others affects communication.

- D. Recognize how media and information technology impacts communication.
- E. Utilize communication skills to enhance one's Christian witness.

8. Personal Management: Function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.

- A. Develop responsible decision-making skills.
- B. Appropriately manage one's personal finances.
- C. Acquire skill in the use of technologies
- D. Develop basic home-management skills.
- E. Value cooperation and teamwork when interacting in groups.
- F. Develop conflict resolution skills.
- G. Manage time effectively.

9. Aesthetic Appreciation: Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.

- A. View God as the Author of Beauty both in His creation and in human expression.
- B. Employ Biblical principles as the basis for appreciation and expression of creative and performing arts.
- C. Develop fine arts talents through practice, performance, and presentation.
- D. Use aesthetic expression as a means of communication and service.

10. Career and Service: Develop a Christian work ethic with an appreciation for the dignity of service.

- A. Develop an awareness of career options and opportunities in a changing world as well as in the church.
- B. Recognize the role of useful work in personal development and maintaining self-worth.
- C. Develop skills that will enhance employability.
- D. Experience the joy of serving others.
- E. Identify one's interests, abilities, and values, understanding their relationship to career options.
- F. Always put forth one's best effort in every task.

Central California Conference of Seventh-day Adventists
Office of Education
Performance Standards for Teachers

Standard #1: Effective Teachers Will Engage and Support All Students in Learning

Effective teachers build on students' prior knowledge, life experiences, and interests to achieve learning goals for all students. They use a variety of instructional strategies and resources that respond to students' diverse needs. They facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Effective teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. They assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Performance Criteria: The effective teacher...

Key Element 1.1: connects students' prior knowledge, life experience, and interests with learning goals.

Key Element 1.2: promotes self-directed, reflective learning for all students.

Key Element 1.3: uses a variety of instructional strategies and resources to respond to students' diverse needs.

Key Element 1.4: facilitates learning experiences and promotes autonomy, interaction and choice.

Key Element 1.5: engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.

Standard #2: Effective Teachers Will Create and Maintain an Efficient Learning Environment

Effective teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully practicing Christian principles as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Performance Criteria: The effective teacher...

Key Element 2.1: creates a physical environment that engages all students.

Key Element 2.2: establishes a climate that promotes fairness and respect infused with Christian principles.

Key Element 2.3: promotes social development and group responsibility.

Key Element 2.4: establishes and maintains standards for student behavior.

Key Element 2.5: plans and implements classroom procedures and routines that support student learning.

Key Element 2.6: uses instructional time effectively.

Standard #3: Effective Teachers Will Understand and Organize Subject Matter for Student Learning

Effective teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding as well as intentionally integrate faith and learning. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Performance Criteria: The effective teacher...

Key Element 3.1: demonstrates knowledge of subject matter content and student development.

Key Element 3.2: organizes curriculum to support student understanding of subject matter.

Key Element 3.3: interrelates ideas and information within and across subject matter.

Key Element 3.4: develops student understanding through instructional strategies that are appropriate to the subject matter.

Key Element 3.5: uses materials, resources, and technologies to make subject matter accessible to students.

Key Element 3.6: integrates faith and learning

Standard #4: Effective Teachers Will Plan Instruction and Design Learning Experiences for All Students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use the North American Division Curriculum Guides, Key Learnings, Journey to Excellence document, national and state standards when planning instruction and designing learning opportunities for all students. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Performance Criteria: The effective teacher...

Key Element 4.1: draws on and values students' backgrounds, interests, and developmental learning needs.

Key Element 4.2: establishes and articulates goals for student learning.

Key Element 4.3: develops and sequences instructional activities and materials.

Key Element 4.4: uses the North American Division Curriculum Guides, Key Learnings, Journey to Excellence document, national and state standards to plan instruction and design learning.

Key Element 4.5: designs short-term and long-term plans to foster student learning.

Key Element 4.6: modifies instructional plans to adjust for student needs.

Standard #5: Effective teachers Assess Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Performance Criteria: The effective teacher...

Key Element 5.1: establishes and communicates learning goals for all students.

Key Element 5.2: collects and uses multiple sources of information to assess student learning.

Key Element 5.3: involves and guides all students in assessing their own learning.

Key Element 5.4: uses the results of assessments to guide instruction.

Key Element 5.5: communicates with students, families, and other audiences about student progress.

Standard #6 Effective Teachers Develop as Christian Professional Educators

Teachers model a positive and growing relationship with Christ. Teachers demonstrate a life style consistent with accepted Seventh-day Adventist standards and promote the philosophy and beliefs of the Seventh-day Adventist Church. Teachers reflect on their teaching practice. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, show initiative in pursuing professional development activities, and participate in the extended professional community. Teachers communicate and work effectively with students, families, colleagues, boards, local pastors and other stakeholders and involve them in student learning and the school community. Teachers contribute to school and church activities balancing professional responsibilities, maintaining motivation and commitment, and fulfilling adjunct duties as required. Teachers maintain a professional appearance appropriate to the teaching assignment.

Performance Criteria: The effective teacher...

Key Element 6.1: models a positive and growing relationship with Christ

Key Element 6.2: demonstrates a life style consistent with accepted Seventh-day Adventist standards and promotes the philosophy and beliefs of the Seventh-day Adventist Church.

Key Element 6.3: establishes professional learning goals and show initiative in pursuing professional development activities.

Key Element 6.4: communicates and works effectively with families, colleagues, boards, local pastors, and other stakeholders.

Key Element 6.5: contributes to school and church activities balancing professional responsibilities.

Key Element 6.6: maintains a professional appearance appropriate to the teaching assignment.

Central California Conference of Seventh-day Adventists
Office of Education
Alternate Summative Evaluation

Provisional Teachers

Name of Teacher: _____ Date: _____

Classroom Observations or Videos

Observation #1 – Date(s):

Summarize the classroom visit(s) by indicating teacher actions that were noted, recorded and discussed with the teacher during the first formal classroom observation.

Observation #2 – Date(s):

Summarize the classroom visit(s) by indicating teacher actions that were noted, recorded and discussed with the teacher during the first formal classroom observation.

Teacher Professional Development

Please summarize the teacher's professional development activities of the year by indicating the goal, process, and evidence presented at the "teacher celebration" activity.

Summary Observations

Use this space to make relevant summary observations regarding this teacher's classroom performance. Summarize any other teacher actions that were noted, recorded and discussed with the teacher during the school year which relate to his or her professional performance.

Administrator's signature

Date

Teacher's signature

Date

Notes:

- a. The teacher's signature indicates receipt of this document and does not necessarily imply agreement with all of the contents of the document.
- b. The teacher has the right to attach a statement to this document which will become a part of the teacher's file.

Central California Conference of Seventh-day Adventists
Office of Education
Alternate Summative Evaluation
OPTION 1
Regular Status Teachers

Name of Teacher: _____ Date: _____

Teacher Professional Development

Please summarize the teacher's professional development activities of the year by indicating the goal, process, and evidence presented at the "teacher celebration" activity.

Summary Observations

Optional: Complete this section if relevant

Summarize any other relevant teacher actions that were noted, recorded and discussed with the teacher during the school year which relate to his or her professional performance.

Administrator's signature

Date

Teacher's signature

Date

Notes:

- b. The teacher's signature indicates receipt of this document and does not necessarily imply agreement with all of the contents of the document.

The teacher has the right to attach a statement to this document which will become a part of the teacher's file.

Central California Conference of Seventh-day Adventists
Office of Education
Alternate Summative Evaluation
OPTION 2
Regular Status Teachers

Name of Teacher: _____ Date: _____

Teacher Professional Development

Please summarize the teacher's professional development activities of the year by indicating the goal, process, and evidence presented at the "teacher celebration" activity.

Administrator's signature

Date

Teacher's signature

Date

Notes:

- c. The teacher's signature indicates receipt of this document and does not necessarily imply agreement with all of the contents of the document.
- d. The teacher has the right to attach a statement to this document which will become a part of the teacher's file.