

Adventist EDGE Teacher of Excellence

Innovation Configuration

Self-assessment Checklist



Teacher Self-assessment Tool

For Teachers becoming Adventist EDGE Teachers of Excellence.

Carolina Conference

Developed by Pamela C. Forbes
in collaboration with the Southern Union Conference of SDA.
as part of the requirements for the PhD Leadership Education

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Dear Prospective EDGE Teacher of Excellence,

Congratulations on your decision to begin the process for becoming a recognized Adventist EDGE Teacher of Excellence! You are embarking on a Journey to Excellence in your teaching that will place you in the top performance level as a teacher!

I want you to understand you and I are beginning a very special journey together – one where we both have a vested interest – where when you win, I win, and when you lose, I lose. Whatever we do, all activities will center on that principal. You and I will move through this process at a pace that is comfortable and stretching; challenging and attainable; scary and thrilling - tailored specifically to your needs for success. Some of you will take more time than others will – this is GOOD! What is important is that we all reach the goal – not when we reach the goal.

This experience will broaden perceptions about teaching, increase the success of all your students, and enhance the demand for your skills in the market place. You will need courage and persistence in this remarkable venture and your mentor(s) will be your friend(s) and supporters. I wish you the very best in this extraordinary pursuit of excellence.

With much delight and anticipation,

Pam

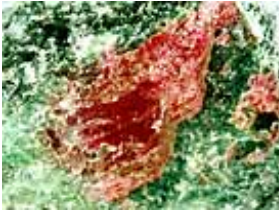
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Ruby in the Rough

*My Adventist EDGE
Teacher of Excellence Metaphor:
By Pamela Forbes, PhD
July 26, 2012*



The Treasure Chest

Some time ago, I found this very beautiful treasure chest. It was covered in dust and dirt with the exception of a few little places here and there that had somehow escaped the onslaught of exposure and still shone for in all its brilliance and beauty. I knew immediately that I found something of great worth. I also knew I would wrap a major part of my life around doing all I could to make this Treasure Chest shine forth in all its potential beauty and glory.

When I opened the Chest, I discovered it half-full with all kinds of precious stones, many of them still in the rough, but nonetheless, very valuable indeed. I knew I had found my source of wealth! I was ecstatic!

Now, I have to find ways to cut and polish each stone so that it displays at its fullest value as a precious gem. Each jewel in the chest adds value to the whole. Damaging or losing even one jewel will affect the worth of the Treasure Chest. I need expert help to hue and polish each individual jewel. I cannot afford to lose even one, for all my wealth is contained in this Treasure Chest.

The Treasure Chest represents the *Adventist EDGE School of Excellence*. The Precious stones inside represent, **you** – prospective *Adventist EDGE Teachers of Excellence* – all dedicated Seventh-day Adventist teachers, some shining more than others, but ALL extremely important and valuable. It is my goal to find resources and provide support to make each of you individually shine in your true beauty and value. This brings greater worth to the Treasure Chest.

Therefore, for today, I am working to make each of you in the Treasure Chest shine in your full splendor and beauty as an *Adventist EDGE Teacher of Excellence*. I will every make effort to not hurt or lose any of you in this process – losing you, a part of the wealth, would bring me great sadness and not bring glory to the Creator of the Treasure Chest. Thank you for being a precious jewel! Thank you for allowing me the privilege to work and learn with you each!



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This information *is your private information. It does not go into your file, and it does not count for or against you* . It serves two major purposes: 1) to help you understand the Levels of Use that a teacher goes through when implementing a strategy, structure, or technique; and 2) to serve as a point of reference for conversation between you and me about your teaching.

How to use this checklist:

Excellence in teaching is much more than a checklist of teacher skills and methods. In her research, Dr. Shirley Hord (1998) found there are six levels of achievement that a teacher goes through when implementing a new teaching technique, structure, or strategy. We call these progressions toward mastery Levels of Use. Below is a brief description of each level.

Level 0: Non-use

Teacher has little or no knowledge of the component

Level I: Orientation

Teacher acquires some information regarding the component

Level II: Preparation

Teacher prepares for the first use of the component

Level III: Mechanical Use

Teacher focuses on mastering each task of the component

Level IV: Routines

- A – Component use becomes routine
- B – Component is refined for accuracy

Level V: Integration

Combines efforts of self and colleagues to achieve collective impact on students

Level VI: Renewal – (Mastery)

Reevaluates own use, seeks major modifications, and explores new developments (SEDL, 1998).

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Instructions for use:

The following pages contain the six core components of behaviors for the Adventist EDGE Teacher of Excellence. Each component has three categories; *Ideal*, *Progressing*, and *Unacceptable*. For purposes of this activity, you will focus only on the *Ideal* category only for each of the six components.

Use the Level of Use to self- assess and label each checklist item in the *Ideal* category to reflect your present expertise. Below is an example:

SAMPLE:

A. Ideal

1. III Uses standardized tests appropriately to help determine the strengths and weakness of each learner.

2. Uses concrete data to group learners for:
 - I • Intensive reading instruction
 - IVa • Intentional teaching and motivation
 - I • Advanced instruction

3. Uses all of the following items:
 - Informal teacher assessments:
 - V ○ Observation
 - IVb ○ Anecdotal records
 - Formal teacher-generated assessments:
 - VI ○ Essay/short answer
 - VII ○ Matching
 - VI ○ True/False
 - VI ○ Multiple Choice
 - V ○ Traditional written assessments
 - Learner-generated assessments:
 - IVb ○ Self-assessments
 - V ○ Journals
 - IVb ○ Portfolios
 - IVa ○ Learner-led conferences
 - VI ○ Demonstrations and performances
 - Collaboratively-generated assessments:
 - VI ○ Interviews/conversations

ADVENTIST EDGE TEACHER INNOVATION CONFIGURATION CHECKLIST¹

¹ Forbes, P.C.; A descriptive case study of the perceptions and use of the Adventist EDGE: An initiative developed in response to the North American Division of the Seventh-day Adventists document, *Journey to Excellence*. 2011, Appendix E.

APPENDIX E

ADVENTIST EDGE TEACHER INNOVATION CONFIGURATION CHECKLIST

Teacher Components

COMPONENT 1:

INTEGRATION OF FAITH AND LEARNING

CONTEXTUAL SETTING

A. Ideal

1. ____ Intentionally facilitates a positive emotional climate for learning at all times.
 2. ____ Strives to make a positive difference with every learner.
 3. ____ Always shows kind and thoughtful behavior to each and every learner, communicating a personal interest in his/her learning style and needs.
 4. ____ Faith is integrated into all subject areas.
-

B. Progressing **SKIP**

1. ____ Intentionally facilitates a positive emotional climate for learning most of the time.
 2. ____ Strives to make a positive difference with most learners.
 3. ____ Always shows kind and thoughtful behavior to each and every learner.
 - 4.a ____ Faith is integrated into most subject into areas.
 - 4.b ____ Faith is integrated into some subject areas.
-

C. Unacceptable **SKIP**

1. ____ There is no intentional facilitating of a positive emotional climate for learning.
 2. ____ Relates to the learners as a whole class.
 3. ____ Deals with individual learners mostly when they are in trouble.
 4. ____ Faith is only talked about in connection with Bible class.
-

ILLUSTRATIVE SETTING

A. Ideal

1. ____ Teachers share stories of how others were called by God at every opportunity.
2. ____ Teachers talk passionately about their work, repeatedly sharing about how God called them to their work.

B. Progressing **SKIP**

1. ____ Teachers share stories of how others were called by God as it fits in the Bible class curriculum.
 2. ____ Teachers share about how God called them to their work.
-

C. Unacceptable **SKIP**

1. ____ Teachers follow only the Bible curriculum.
2. ____ Teachers do not talk positively about their work or share about how God called them.

CONCEPTUAL SETTING

A. Ideal

1. ____ Daily Bible reading, singing, and prayer includes intentional spiritual activities that are interactive, attractive, and relevant to the learners.
-

B. Progressing **SKIP**

1. ____ Daily Bible reading, singing, and prayer includes no intentional spiritual relevancy to learners.
-

C. Unacceptable **SKIP**

1. ____ Daily worship is only read from a story or worship book and spiritual activities are not intentionally attractive or relevant to the learners.

EXPERIENCIAL SETTING

A. Ideal

1. ____ A personal interest is taken in each learner with opportunities to discuss spiritual things or pray with each learner sought at least once a week.
2. ____ There is a systematic plan for the school/center to extend spirituality to the home, church, and community.
3. ____ A mentorship plan is designed so each learner has at least one of three significant adults who consistently connect to him/her.*

B. Progressing **SKIP**

1. A personal interest is taken in each learner with opportunities to discuss spiritual things or pray with each learner at various times.
2. There is a systematic plan for the school/center to extend spirituality to one of these: the home, church, or community.
3. A mentorship plan is designed so each learner has at least one of two significant adults who consistently connect to him/her.*

C. Unacceptable **SKIP**

1. Interest in learning and praying is given as only to the group as whole, without any individual attention.
2. There is no systematic plan for the school/center to extend spirituality to the home, church, or community.
3. There is no mentorship plan in place for each learner to have significant adults who consistently connect to him/her.

COMPONENT 2:

DETERMINING THE LEARNERS' INSTRUCTIONAL NEEDS

A. Ideal

1. ____ Uses standardized tests appropriately to help determine the strengths and weakness of each learner.
2. ____ Uses concrete data to group learners for:
 - Intensive reading instruction
 - Intentional teaching and motivation
 - Advanced instruction
3. ____ Uses all of the following items:
 - Informal teacher assessments:
 - Observation
 - Anecdotal records
 - Formal teacher-generated assessments:
 - Essay/short answer
 - Matching
 - True/False
 - Multiple Choice
 - Traditional written assessments
 - Learner-generated assessments:
 - Self-assessments
 - Journals
 - Portfolios
 - Learner-led conferences
 - Demonstrations and performances
 - Collaboratively-generated assessments:
 - Interviews/conversations

B. Progressing **SKIP**

1. ____ Uses standardized tests appropriately to help determine strengths and weakness of each class.
2. ____ Groups learners for:
 - Intensive reading instruction
 - Intentional teaching and motivation
 - Advanced instruction
3. ____ Uses 10 to 14 of the following items:
 - Informal teacher assessments:
 - Observation
 - Anecdotal records
 - Formal teacher-generated assessments:
 - Essay/short answer
 - Matching
 - True/False
 - Multiple Choice
 - Traditional written assessments
 - Learner-generated assessments:
 - Self-assessments
 - Journals
 - Portfolios
 - Learner-led conferences
 - Demonstrations and performances
 - Collaboratively-generated assessments:
 - Interviews/conversations
 - Rubrics
 - Peer assessments

C. Unacceptable **SKIP**

1. ____ Does not use standardized tests to appropriately determine the strengths and weakness of the class or individual learner.
2. ____ Learners are not grouped for differentiated instruction.
3. ____ Uses less than 10 of the following items:
 - Informal teacher assessments:
 - Observation
 - Anecdotal records
 - Formal teacher-generated assessments:
 - Essay/short answer
 - Matching
 - True/False
 - Multiple Choice
 - Traditional written assessments
 - Learner-generated assessments:
 - Self-assessments
 - Journals
 - Portfolios
 - Learner-led conferences
 - Demonstrations and performances
 - Collaboratively-generated assessments:
 - Interviews/conversations
 - Rubrics
 - Peer assessments

COMPONENT 3:

DELIVERING INSTRUCTION

A. Ideal

1. Cooperative Learning is the essence of the classroom setting. (See IC pages. 66 & 67)
 2. Current research on the brain and learning is intentionally incorporated into all daily instruction.
 3. The 4MAT framework is used 80% of the time for providing intentional, conceptual, and differentiated instruction; integrating various subject areas in an authentic, relevant, and meaningful way. (See pp. 55-64.)
 4. Curriculum, instruction, and assessments are developmentally and academically appropriate for every learner.
 5. Mastery learning rather than grade placement is the focus in all subject areas.
 6. Well-prepared lesson plans meet the diverse needs of the multiple intelligences and learning styles of each learner every day.
-

B. Progressing **SKIP**

1. Cooperative Learning is used daily or weekly, but is not the essence of the classroom setting. (See IC pp. 66 & 67.)
 2. Current research on the brain and learning is intentionally incorporated into some instruction.
 3. The 4MAT framework is used less than 80% of the time for providing intentional, conceptual, and differentiated instruction. (See pp. 55-64.)
 4. Curriculum, instruction, and assessments are developmentally and academically appropriate for most learners.
 5. Mastery learning rather than grade placement is the focus in basic skills subjects.
 6. Well-prepared lesson plans meet the diverse needs of the multiple intelligences and learning styles of almost all learners every day.
-

C. Unacceptable **SKIP**

1. Cooperative Learning is used less than weekly. (See IC on pp. 66 & 67.)
2. Current research on the brain and learning is not understood or intentionally incorporated into instruction.
3. The 4MAT framework is not used to provide intentional, conceptual, and differentiated instruction. (See pp. 55-64.)
4. Curriculum, instruction, and assessments focus on grade levels instead of using developmentally and academically appropriate instruction for learners.
5. Grade placement rather than mastery learning is the focus.
6. Well-prepared lesson plans meet the diverse needs of the multiple intelligences and learning styles of almost all learners occasionally.

COMPONENT 4:
PLANNING CURRICULUM

A. Ideal

1. ___ Develops all lessons from standards and benchmarks of what the learners should know and be able to do. (See Southern Union Standards.)
2. ___ Integrates three or more subject areas in an authentic, relevant, and meaningful way every day.
3. ___ Integrates all the following technology into the curriculum with progressing learner-appropriateness:
 - a) Programs for instruction, skill remediation, keyboarding and computer literacy.
 - b) Acceptable use of Internet resources for research and information.
 - c) Learners have regular access to technology tools and online resources.
 - d) Learners progressively demonstrate understanding of how to discriminate for positive web use and information.
 - e) Programs for academic use of word processing, and other programs such as PowerPoint, Excel, etc.
4. Language Arts and Comprehensive Literacy integration:

Elementary-

Integrates phonemic awareness, phonics, vocabulary, fluency, comprehension strategies, reading and writing, listening and discussing, grammar in speaking and writing into three or more subject areas in the following ways:

- ___ *Comprehensively* – Includes all components of language arts skill, not just reading.
- ___ *Aligned* – All content; spelling, vocabulary, handwriting, are integrated cohesively into the lessons.
- ___ *Systematically* – A routine method repeated over and over again.
- ___ *Explicitly* – Direct and methodical introduction is provided for new material.
- ___ reading and writing
- ___ listening to and discussion
- ___ grammar in speaking and writing

Secondary-

When appropriate, integrates the following components 100% of the time into the subject area(s) taught:

- ___ vocabulary
- ___ fluency
- ___ comprehension strategies
5. ___ Integrates all math lessons conceptually so learners see relevance and connections to other subject areas in the following:
 - Problem solving
 - Reasoning and proof
 - Communication
 - Representations

B. Progressing **SKIP**

1. ____ Develops some lessons from standards and benchmarks of what the learners should know and be able to do. (See Southern Union Standards.)
2. ____ Integrates two subject areas in an authentic, relevant, and meaningful way every day.
3. ____ Integrates most of the following technology into the curriculum with progressing learner-appropriateness:
 - a) Programs for instruction, skill remediation, keyboarding and computer literacy.
 - b) Acceptable use of Internet resources for research and information.
 - c) Learners have regular access to technology tools and online resources.
 - d) Learners progressively demonstrate understanding of how to discriminate for positive web use and information.
 - e) Programs for academic use of word processing, and other programs such as PowerPoint, Excel, etc.
4. Language Arts and Comprehensive literacy integration:
Elementary-
____ Integrates phonemic awareness, phonics, vocabulary, fluency, comprehension strategies, reading and writing, listening and discussing, grammar in speaking and writing into three or more subject areas.
Secondary-
____ When appropriate, integrates the following components most of the time into the subject area(s) taught: vocabulary, fluency, comprehension strategies, reading and writing, listening to and discussion, grammar in speaking and writing.
5. ____ Integrates at least 75% of math lessons conceptually so learners see relevance and connections in the following:
 - Problem solving
 - Reasoning and proof
 - Communication
 - Representations

C. Unacceptable **SKIP**

1. ____ Develops lessons from textbooks.
2. ____ Does not integrate two or more subject areas in an authentic, relevant, and meaningful way.
3. ____ Does not integrate the following technology into the curriculum with progressing learner-appropriateness:
 - a) Programs for instruction, skill remediation, keyboarding and computer literacy.
 - b) Acceptable use of Internet resources for research and information.
 - c) Learners have regular access to technology tools and online resources.
 - d) There is a progressive understanding of how to discriminate for positive web use and information.
 - e) Programs for academic use of word processing, and other programs such as PowerPoint, Excel, etc.
4. Language Arts and Comprehensive Literacy integration:
Elementary-
____ Does not integrate phonemic awareness, phonics, vocabulary, fluency, comprehension strategies, reading and writing, listening and discussing, grammar in speaking and writing.
Secondary-
____ Does not integrate the following components when appropriate into the subject area(s) taught: vocabulary, fluency, comprehension strategies, reading and writing, listening to and discussion, grammar in speaking and writing.
5. ____ Teaches math mostly from a textbook progressing from cover to cover.

COMPONENT 5:

THE LEARNING ENVIRONMENT

A. Ideal

1. ____ Learners can articulate what the acronym GREAT stands for and what it means to them personally.
2. ____ Learners do both of the following:
 - Perform self-assessments/self-testing, and are self-monitoring.
 - Show responsibility for doing assignments and ownership for grades.
3. ____ Learners exhibit the following:
 - Show kindness to others.
 - Find ways to use each other's innate gifts.
 - Know and practice a process for solving conflicts.
4. ____ At any time learners can:
 - Tell how they are validated for their efforts.
 - Exhibit critical thinking and problem solving skills.
 - Share how learning is fun.
 - Exhibit specific study skills when appropriate.
5. ____ Learners regularly:
 - Share projects, skits, programs, etc. with others and the community.
 - Participate in learner-led parent/teacher conferences.
 - Demonstrate value of group work.

B. Progressing **SKIP**

1. ____ Learners can articulate what the acronym GREAT means.
2. ____ Learners do one of the following:
 - Perform self-assessments/self-testing, and are self-monitoring.
 - Show responsibility for doing assignments and ownership for grades.
3. ____ Learners exhibit one or two of the following:
 - Show kindness to others.
 - Find ways to use each other's innate gifts.
 - Know and practice a process for solving conflicts.
4. ____ Learners often do three or four of the following:
 - Tell how they are validated for their efforts.
 - Exhibit critical thinking and problem solving skills.
 - Share how learning is fun.
 - Exhibit specific study skills when appropriate.
5. ____ Learners regularly:
 - Share projects, skits, programs, etc. with others and the community.
 - Participate in learner-led parent/teacher conferences.

C. Unacceptable **SKIP**

1. ____ Learners do not know what the acronym GREAT means.
2. ____ Learners do not do any of the following:
 - Perform self-assessments/self-testing, and are self-monitoring.
 - Show responsibility for doing assignments and ownership for grades.
3. ____ Learners do not do any of the following:
 - Show kindness to others.
 - Find ways to use each other's innate gifts.
 - Know and practice a process for solving conflicts.
4. ____ Learners usually do not do more than one or two of the following:
 - Tell how they are validated for their efforts.
 - Exhibit critical thinking and problem solving skills.
 - Share how learning is fun.
 - Exhibit specific study skills when appropriate.
5. ____ Learners mostly:
 - Function primarily by completing assignments individually.

COMPONENT 6:

EXHIBITING PROFESSIONALISM

A. Ideal

1. ____ Participates in at least eight, regularly scheduled, professional development meetings using study groups or other collaborative professional growth forums. (See IC on p. 73.)
2. ____ Communicates clearly and systematically by:
 - Continual communication with students and parents
 - Celebrating learner success quickly and frequently
 - Collaborating with learner and parents for the success of the learner
 - Communicating curriculum goals and standards to learners, parents and school/center board
3. ____ Continually demonstrates all of the following by seeking opportunities to:
 - Be open and ready to learn and share with others.
 - Practice teamwork, networking, and using the value of the group process.
 - Collaborate with home-schooling parents, and other educational entities.
 - Promote Christian education within the church and community.
4. ____ Includes home, church, and community in the learning process with a regular and systematic plan.
5. ____ Has a documented Professional Development Plan that reveals the following:
 - Areas you have mastered
 - Areas you are working on
 - Short-term and long-term goals
 - Specific action plans with projected time frames for items 2 & 3 above
 - Portrays a philosophy of life-long improvement
6. ____ Has a professional portfolio which documents all of the above items in 5.

B. Progressing **SKIP**

1. ____ Participates in some – but less than eight – regularly scheduled, professional development meetings using study groups or other collaborative professional growth forums. (See IC on p. 73.)
2. ____ Communicates clearly and systematically by:
 - Continual communication with students and parents.
 - Celebrating learner success quickly and frequently.
 - Collaborating with learner and parents for the success of the learner.
3. ____ Usually demonstrates two or three of the following by seeking opportunities to:
 - Be open and ready to learn and share with others.
 - Practice teamwork, networking, and using the value of the group process.
 - Collaborate with home-schooling parents, and other educational entities.
 - Promote Christian education within the church and community.
- 4a. ____ Includes home, church, and community in the learning process with no regular and systematic plan.
- 4b. ____ Includes home, church, or community in the learning process.
5. ____ Has a documented Professional Development Plan that reveals 3 or 4 of the following:
 - Areas you have mastered
 - Areas you are working on
 - Short-term and long-term goals
 - Specific action plans with projected time frames for items 2 & 3 above
 - Portrays a philosophy of life-long improvement

C. Unacceptable **SKIP**

1. ____ Only participates in staff/faculty meetings or in-service/training sessions.
2. ____ Does not communicate clearly and systematically by:
 - Continual communication with students and parents
 - Celebrating learner success quickly and frequently
 - Collaborating with learner and parents for the success of the learner
 - Communicating curriculum goals and standards to learners, parents and school/center board
3. ____ Occasionally seeks one or less of the following opportunities to:
 - Be open and ready to learn and share with others
 - Practice teamwork, networking, and using the value of the group process
 - Collaborate with home-school / centering parents, and other educational entities
 - Promote Christian education within the church and community
4. ____ Does not usually include home, or church, or community in the learning process.
5. ____ Has no documented Professional Development Plan or shows only 2 or less of the following:
 - a) Areas you have mastered
 - b) Areas you are working on
 - c) Short-term and long-term goals
 - d) Specific action plans with projected time frames for items 2 & 3 above
 - e) Portrays a philosophy of life-long improvement
6. ____ Has a professional portfolio that documents less than three of the above items or has no professional portfolio.