

21st Century Model Christian Teacher

1. **...serves as a strong Christian role model (Spiritual Qualities)" in word, conduct, in love, in spirit, in faith, and purity" 1Tim. 4:12(NKJV)**
 - 1.1. Demonstrates true spiritual maturity with a relational grace-based pathway outlined in the Bible:
 - 1.1.1. Surrendered fully to God (Romans 12:1)
 - 1.1.2. Separate from the world's values (Romans 12:2)
 - 1.1.3. Sober in self-assessment (Romans 12:3-8)
 - 1.1.4. Serves in love (Romans 12:9-13)
 - 1.1.5. Supernaturally responds to evil with good (Romans 12:14-21)
 - 1.2. Loves children/youth and provides opportunities for the spiritual growth of students
 - 1.3. Contributes to the spiritual atmosphere of staff and teachers and uses the principles of Matthew 18 in dealing with students, parents, administration, staff, and board
 - 1.3.1. Wisdom to make the right decisions (18:15-17)
 - 1.3.2. Forgiveness should be unlimited (18:21-22)
 - 1.3.3. Forgiveness comes from the heart (18:35)
 - 1.4. Maintains regular church attendance and understands the principles of the body life and is using spiritual gifts for the edification of others, including students, parents, and staff
 - 1.5. Implements administrative counsel, suggestions, and recognitions gracefully
 - 1.6. Views excellence (the nature, character, and works of God) as the ultimate standard
 - 1.7. Agrees with and supports VCS' Philosophy of Christian Education (<http://www.vcs.net/about-vcs/christian-philosophy/index.aspx>)
 - 1.8. Reads God's Word daily and views the Bible as the Christian teacher's intellectual home (II Timothy 2:15)
 - 1.9. Prays "without ceasing" (I Thessalonians 5:17)

"Therefore I urge you, brethren, by the mercies of God, to present your bodies a living and holy sacrifice, acceptable to God, which is your spiritual service of worship. And do not be conformed to this world, but be transformed by the renewing of your mind, so that you may prove what the will of God is, that which is good and acceptable and perfect." Romans 12:1-2

2. **...establishes appropriate relationships with students and parents/guardians (Student & Parent/Guardian Communication/Relationships)**

- 2.1. Incorporates an evangelistic focus that guides students towards developing a personal relationship and commitment to Christ
- 2.2. Encourages analytical discourse related to faith matters within an atmosphere of safety
- 2.3. Uses affirmation, encouragement, fairness, and respect in interacting with students and instills a belief that all students can succeed without the use of ridicule or sarcasm that can cause students to lose respect in front of their peers
- 2.4. Behaves consistently in a friendly, personal manner while maintaining appropriate student-teacher roles
- 2.5. Draws on and values student's background, interests, and developmental learning needs, recognizing the God-given talents of students
- 2.6. Demonstrates gender, racial, and ethnic impartiality as based on Christian principles
- 2.7. Provides opportunities for all students to have input, initiating two-way communication that exudes trust, tact, and honesty
- 2.8. Secures voluntary cooperation from students, having minimal behavior problems with positive classroom control
- 2.9. Establishes a sense of community and mutual support
- 2.10. Encourages student responsibility for their own learning
- 2.11. Balances student accountability with "grace and truth" (John 1:14)
- 2.12. Shares Christian testimony with students and prays regularly with them
- 2.13. Designs opportunities that foster spiritual growth of students
- 2.14. Displays positive attitudes toward parent interaction
- 2.15. Shows genuine respect, concern, and warmth for others, both child and adult

"Beloved, if God so loved us, we also ought to love one another. No one has seen God at any time; if we love one another, God abides in us, and His love is perfected in us." 1 John 4: 11-12

"Let nothing be done through selfish ambition or conceit, but in lowliness of mind let each esteem others as better than himself." Philippians 2:3

3. ...is professionally equipped to accomplish the job (Professional Competence)

- 3.1. Is a subject matter expert through degree or credential
- 3.2. Has earned or is in the process of completing coursework for a Standard or Professional ASCI Certificate
- 3.3. Completes all accreditation process requirements according to school improvement plan
- 3.4. Evaluates and reflects on current research and professional practice on a regular basis to make effective use of existing and emerging instructional methods in support of student learning
- 3.5. Initiates self-directed professional growth through personal investigation and research and participates in professional opportunities for improvement
- 3.6. Views parents/guardians as the primary educator of their child
- 3.7. Works well with and values staff, faculty, and administration
- 3.8. Carries his/her share of school responsibilities cheerfully
- 3.9. Uses discretion when speaking of students, parents, and other staff

- 3.10. Adapts to new assignments, changes in procedures, or unanticipated circumstances
- 3.11. Completes tasks and duties accurately and in a timely manner
- 3.12. Returns phone calls, emails, and other forms of communication within 24 hours
- 3.13. Submits required reports, grades, lesson plans, website updates, and other assignments on time, according to campus policy
- 3.14. Attends meetings as directed by the administration
- 3.15. Provides clear and appropriate plans and materials for substitutes
- 3.16. Contributes to the effectiveness, vitality, and self-renewal of the teaching profession and of their school.
- 3.17. Dresses appropriately within the campus teacher dress code (is well groomed)

"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 word of truth." II Timothy 2:15

"If you have any encouragement from being united with Christ, if any comfort from his love, if any fellowship with the Spirit, if any tenderness and compassion, then make my joy complete by being like-minded, having the same love, being one in spirit and purpose. Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others." Philippians 2:1-4

4. ...maintains an orderly and intriguing Christian classroom (Classroom Management[])

- 4.1. Displays the fruit of the spirit (Galatians 5:22) in his/her approach to classroom management
- 4.2. Maintains organization in the classroom and an attractive decor emphasizing Christian truths and the curriculum
- 4.3. Establishes and maintains high standards for student behavior establishing, communicating, and implementing classroom rules and procedures while reinforcing expectations for positive behavior
- 4.4. Interprets and responds to inappropriate behaviors promptly respecting the dignity of each of the students (Matthew 7:12)
- 4.5. Establishes credibility with students through fair and consistent implementation of discipline
- 4.6. Moves about the classroom to engage student learners
- 4.7. Communicates directions clearly
- 4.8. Views every student as a unique individual created in God's image and approaches discipline through this lens

"If you love Me, you will keep My commandments." John 14:15

"He said to him the third time, "Simon, son of John, do you love Me?" Peter was grieved because He said to him the third time, "Do you love Me?" And he said to Him, "Lord, You know all things; You know that I love You." Jesus said to him, "Tend My sheep." John 21:17

"Listen to advice and accept instruction, and in the end you will be wise." Proverbs 19:20.

- 5. ...practices sound instruction in harmony with VCS' Philosophy of Christian Education's definition of "Quality Education" (p. 23) (Instruction and Assessment)**
- 5.1. Designs their VCS course curriculum as a living curriculum, making updates according to evaluation of all areas of their instructional program (source: [VCS Curriculum Site](#))
- 5.1.1. Maintains a living repository of curriculum support materials from which they select and use learning objects that meet the needs of their learners
 - 5.1.2. Presents academic content information within the context of 21st Century Themes (source: [Partnership for 21st Century Skills](#))
 - 5.1.3. Designs learning activities in which students demonstrate learning and innovation skills (source: [Partnership for 21st Century Skills](#))
 - 5.1.4. Designs learning activities in which students demonstrate information, media, and technology skills (source: [Partnership for 21st Century Skills](#))
 - 5.1.5. Designs Digital Age learning experiences according to the [ISTE National Education Technology Standards for Students](#) (source: [21st Century Learning Site](#))
 - 5.1.6. Designs learning activities in which students demonstrate life and career skills (source: [Partnership for 21st Century Skills](#))
 - 5.1.7. Designs learning activities in which students demonstrate VCS school-wide ESLRs (source: [VCS Curriculum Site](#))
 - 5.1.8. Presents entire instructional program through the Christian World View/World Do framework (source: [Christian World View/World Do Site](#))
- 5.2. Communicates course content in a message that appeals to students' learning channels, modalities, and cognition
- 5.3. Differentiates and personalizes instruction for each learner according to the learner's level of knowledge, pace, modalities, preferred learning style, etc. (source: [Differentiated Instruction Site](#))
- 5.3.1. Thinks critically, flexibly, and is a problem solver in designing and adapting learning solutions for each student
 - 5.3.2. Empowers students with more voice and choice in the design of their personalized learning experience, supporting students' development of metacognitive, self-directed, and lifelong learning skills (source: [End The Race to Nowhere](#))
 - 5.3.3. Distributes instructional and learning activities efficiently and effectively over class schedule, time, and delivery mediums
 - 5.3.4. Utilizes physical space within the classroom environment to enable different learning styles and modalities simultaneously
- 5.4. Measures learning by assessing performance or progress toward learning objectives using a variety of assessment strategies and/or tools (source: [vcs Curriculum Site](#))

- 5.4.1. Differentiates assessments for students recognizing students' unique talents, skills, and interests, including assessments that are not traditional tests
- 5.4.2. Analyzes and uses formative, summative, benchmark, standardized, and ESLR assessment data to drive instructional decisions in support of student learning
- 5.4.3. Provides students opportunities for retention of information, remediation of unmet objectives, and opportunities for enrichment
- 5.4.4. Communicates regularly with students and families regarding student progress
- 5.5. Constantly evaluates entire instructional program and makes adjustments and updates when necessary

"Whatever you do, work at it with all your heart, as working for the Lord, not for men..." Colossians 3:23

"Therefore, my dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain." 1 Corinthians 15:58 (NIV)