

NAD Teachers Convention 2012 Presentations

- Using the Visual Valet Model to Develop a Biblical Perspective, 9:45am, Aug 6, Belmont C
- Using Questions to Close the Biblical Integration Gap, 11:15, Aug 7, Ryman Studio

Teaching a Biblical Perspective

“We model Christ-like behavior. We talk with students about our faith. We do devotions, Bible class, and chapel. Students get this part of a Biblical perspective—they encourage each other, help lead devotions and chapel, and participate in Bible class discussions.

“But they don’t really seem to understand that they can use a Biblical perspective in math and English and all their other subjects. How can we get them to understand this?” (Klassen, Visual Valet)

Ever feel this way? How do you rate yourself?

1. Yes/No: *I teach from a Biblical perspective, but my students don’t get how that works.*
2. Yes/No: *My students feel that learning what the Bible teaches is boring.*
3. Yes/No: *To increase their understanding and use of a Biblical perspective of course or subject content, my students need to think about a Biblical perspective for themselves, rather than rely on my answers.*
4. Yes/No: *To increase their understanding and use of a Biblical perspective of course or subject content, my students need time to think about what they’re learning.*
5. Yes/No: *To increase their understanding and use of a Biblical perspective of course or subject content, my students need to connect the Bible with their lives, not just with what they study in class.*
6. Yes/No: *To increase their understanding and use of a Biblical perspective of course or subject content, my students need more chances to practice using a Biblical perspective.*

Recommended Resources

- tinyurl.com/VisualValetGuide (90 page Visual Valet, including user guide)
- tinyurl.com/VisualValehtml (12 page introduction to Visual Valet)
- transformingteachers.org/index.php?option=com_content&task=view&id=133
- transformingteachers.org/index.php?option=com_content&task=view&id=176
- biblicalintegration.com/
- closethegapnow.org/resources/christianeducation/index.html
- vimeo.com/45617401 with password: zack
- circle.adventist.org/browse/resource.phtml?leaf=19233
- <http://circle.adventist.org/int>

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99 Biblical Perspective Questions

1. How are you a witness for God?
2. How are God's mercy and justice related?
3. How aware should you be of culture?
4. How can art express your beliefs?
5. How can art express our relationship with God and creation?
6. How can you be a good caretaker?
7. How can you be a wise steward?
8. How can you bring change?
9. How can you care for God's creation?
10. How can you care for your body?
11. How can you care for sound?
12. How can you communicate the truth in love?
13. How can you depict the Christian faith?
14. How can you maintain your body as God's temple?
15. How can you make healthy decisions?
16. How can you relate to the target culture?
17. How can you bridge cultural differences?
18. How can you repair relationships?
19. How can you serve God and others?
20. How can you solve the problem?
21. How can you use ___ (subject/topic) wrongly?
22. How can you use a Biblical perspective?
23. How can you use math to serve others?
24. How can you use mathematical habits of mind?
25. How can you use music?
26. How can you use your creativity?
27. How can you use your gifts and learning?
28. How can you use the Bible to guide your life?
29. How can you work with others?
30. How can learning a language change you?
31. How can math help you learn about God and creation?
32. How can music help you learn about God and creation?
33. How can religion undermine God's work?
34. How can you use math to make sense of God's world?
35. How can we praise God through music?
36. How can we see God's creative power in creation?
37. How do authors help us see truth?
38. How do you balance head and heart?
39. How do cultures affect/reflect worldviews?
40. How do you balance needs and caretaking?
41. How do you learn, live, and serve with others?
42. How do you live out your convictions?
43. How do others help us see?
44. How do patterns help you make sense of God's world?
45. How do we know?
46. How do we know God cares?
47. How do we use language?
48. How do worldviews affect life?
49. How does ___ (subject/topic) help you develop as a person?
50. How does ___ (subject/topic) help you serve others?
51. How does a belief system influence a point of view?
52. How does belief affect design?
53. How does culture affect who you become?
54. How does evil work in our lives?
55. How does God show sovereignty?
56. How does God show us who He is?
57. How does God speak to us?
58. How does God use ordinary people to do His work?
59. How does God want you to carry on His work?
60. How does God want you to live?
61. How does God want you to view others?
62. How does God work?
63. How does God's Word help you see?
64. How does nature reveal God?
65. How has culture shaped you?
66. How can you reflect God's glory?
67. How important is this?
68. How is Jesus the purpose of your life and learning?
69. How shall we then live?
70. How should Christians apply truth and justice?
71. How should Christians live in a world filled with suffering?
72. How should Christians respond to bias?
73. How should Christians use wealth and power?
74. How should you deal with injustice?
75. How should you live?
76. How should you respond to competition?
77. How should you respond to God?
78. How should you use resources?
79. How should we live in God's world?
80. How tolerant can a community be?
81. How will you achieve the "good"?
82. What does being a disciple of Jesus mean?
83. What does it mean to be human?
84. What does it mean to lead a meaningful life?
85. What does Jesus' life mean to you?
86. What if?
87. What's the problem?
88. What's your responsibility?
89. What's the significance of words?
90. What's the solution?
91. What's wrong with the world?
92. What makes good music good?
93. What makes us who we are?
94. What's true?
95. Where do you belong?
96. Who are you?
97. Who is God?
98. Who is your neighbor?
99. Why breathe?

Biblically Integrated Physical Science Lesson Plan

<p>Subject: Science Teacher: Philip E. Giddings III Grade level: 7</p>	<p>Concept: Energy at rest and energy in motion Standards: NAD 7B.3 Recognize that a knowledge of God can aid in the understanding of science 7.2B.1 Describe and compare types of force and motion Materials: Explore God's World Science/Health, Series A – textbook, index card (3x5) - 3, kite string – 100 cm, small weight or marble, masking tape, pencil, and scissors</p>
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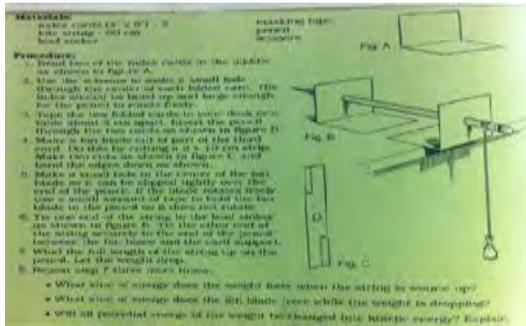
Lesson Objective: To distinguish between potential and kinetic energy

Biblical Principles: As a man thinks (potential) so he is (kinetic). If a man hates his brother (potential) he is a murder (kinetic)

- Biblically Integrated Lesson Objectives:**
- To understand that even a small kindness has the potential of becoming an enormous movement for change.
 - To interject a word of encouragement to create an atmosphere of vibrant

Instruction/Anticipatory Set (hook):

Lab activity 15-1: Construct a fan that demonstrates the conversion from potential energy to kinetic energy.



Procedures/Instruction:

- Bend index cards
- Make holes with the scissors
- Tape and fold cards
- Make fan blade
- Tie string to the weight
- Wind string unto pencil
- Let weight drop
- Repeat

Assessment:

- What kind of energy does the weight have when the string is wound up?
- What kind of energy does the fan blade have while the weight is dropping?
- Will all potential energy of the weight be changed into kinetic energy? Explain.

Biblical Integration:

- I John 3:15 KJV Whosoever hateth his brother is a murderer.
- James 5:16 The prayers of a righteous man/woman availeth much.
- Proverbs 23:7 As a man thinketh in his heart, so is he.
- To understand that faith has the potential to change your physical inability (potential) which will allow you to walk (kinetic) after being immobilized.
- To be able to distinguish between the potential of belief and the kinetic implementation of that faith or belief system.

Biblical Integration Assessment:

- If you had to unethically eliminate you rival, would you put into motion your sinister plan?
- Would you use the same potential to positively impact both you and your rival?
- Using the Biblical principle of using good thoughts to blossom into good healthy actions, what options would you choose?

Template from biblicalintegration.com

Biblically Integrated Literature Lesson Plan

Subject: Literature

Teacher: Philip E. Giddings III

Grade level: 9

Concept: To read and analyze

Standards: National / State- Students should be able to question, analyze, interpret, and draw conclusions about various forms of literature

Materials: Glencoe Literature –The Reader's Choice
ISBN 0-02-635389-X

Lesson Objective:

To read and analyze a humorous short story

Biblical Principle:

Do to others whatever you would like them to do to you.

Biblically Integrated Lesson Objective: To understand the biblical principle of reaping and sowing. It may at first seem profitable to invest time or energy in a scheme that has a promised monetary value but if the spiritual equation is not balanced the cash value of the supposed reward is quickly brought to naught.

Instruction/Anticipatory Set:

- Have students sit in groups of three or four and discuss ways that they have been mischievous.
- Have them discuss the results and consequences of their behavior.
- Share with the entire class your group findings.

If you were the parent how would you respond to this type of behavior?

Assessment:

- Know the definitions of vocabulary words in the short story
- How many mischief makers are in this story?
- Which person do you think is the most mischievous? Explain.
- How does O. Henry portray the crime of kidnapping in this story?
- What makes this treatment different from real-life kidnappings you know of or have read about?

Re-teaching and/or Extension:

- Paraphrase this story in your own culture of thought and experience.
- Write your own conclusion

Biblical Integration:

Matthew 7:12 NLT Do to other whatever you would like them to do to you. / Luke 6:31 NLT Do to others as you would like them to do to you

Proverbs 11:18 NLT Evil people get rich for the moment, but the reward of the godly will last.

Proverbs 22:8 NLT Those who plant injustice will harvest disaster, and the reign of terror will come to an end.

Hosea 8:7 NLT They have planted the wind and will harvest the whirlwind.

Matthew 5:9 NLT God bless those who work for peace, for they will be called the children of God.

Genesis 26:12 NLT When Isaac planted his corps that year, he harvested a hundred times more grain than he had planted, for the Lord blessed him.

Biblical Integration Assessment:

Find and share a story in the Bible where someone was kidnapped or taken captive against their will. Site the book and the chapter where this story is found. Name the characters in the story. Give two Bible texts that counsel against this type of behavior.

Template from biblicalintegration.com

Biblically Integrated Lesson Plan

Subject: Reading

Concept: It's not who you are that counts, it's what you let God do with what you have that matters. {Redemption}

Teacher: Deborah R. Park

Standards: Bible Standard 6 Spiritual Gifts/ Fundamental Beliefs 16 & 17, Pathways Reading Program Theme 5 Friends and Family

Grades: 5 and 6

Materials: *The Door in the Wall* by Marquerite de Angeli

- Lesson Objective:** To extend students' reading and writing skills and develop good reading interests.
- Biblical Principle:** "For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future." (Jer. 29:11).

5. Biblically Integrated Lesson Objective: To demonstrate our need for self-acceptance and finding our role in society and God's overall plan. To believe by faith Philippians 2:6, "being confident of this very thing, that he which hath begun a good work in you will perform it until the day of Jesus Christ." and Jeremiah 29:11, "For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future."

- Instruction/Anticipatory Set (hook):** Ask, who knows of a story in the Bible when a baby boy was dropped and his legs were crippled? After reading together 2 Sam. 4:4 ask if anyone knows of anyone who also has been crippled in some way. Read 2 Samuel 9 about how David treated Mephibosheth.
Procedures/Instruction: After your anticipatory set activity, you will use the Biblical integration questions to stimulate discussion about disabilities. Teacher should lead the discussion in the direction to include personality disabilities as well as physical handicaps. Teacher will then introduce the book *The Door in the Wall* with the main character being Robin who becomes crippled, but with the help of others learns his role in his society and in God's overall plan. Throughout the reading of the book and in the completing of the various Pathways projects and connections, continually draw the students' attention to Robin's self-acceptance. Help students identify/recognize their own selves and come to a self-acceptance and appreciation for what God is making them to be.
- Assessment:** Teacher may select from the various projects and activities listed in the Pathways Daily Lesson Guide provided for the book for evaluating students' comprehension of the story and its teaching elements.
- Biblical Integration:** When God created man, did he have any disabilities? Gen. 1: 26-31. What are other Bible stories of people with disabilities? {let students find these in the Bible and share} What does the Bible say about disease and sin? How should Christians today look at those with disease and disabilities? Does David's example of how he treated Mephibosheth teach us anything? Are there other examples of how Christ or the early Christians treated those with disabilities? When Christ was near, could disease and sickness also be near? Why do you think Jesus spent more time healing than preaching? What will man be like in the new earth? Will he still have disabilities? Are disabilities always bad? Are there Bible examples where someone's disability was really their opportunity?
- Biblical Integration Assessment:** Students will list their gifts/talents/abilities they possess. They will list any disadvantages/disabilities they believe they possess. They will then dedicate both lists to God in a special prayer time at the end of the reading of the book. Throughout the year, they will be questioned as to how they are letting God use their gifts and disabilities.

Template from biblicalintegration.com

Biblically Integrated Math Fact Families Lesson Plan

Subject: Math

Concept: Fact Families

Teacher: Juliette Horton

Standard: Michigan and NAD, Understand basic addition and subtraction fact families

Grade Level: First Grade

Materials: pencil, cubes, Harcourt Math First Grade textbook

1. Lesson Objective:

The students will be able to explore addition and subtraction fact families.

4. Biblical Principle:

Families are important to God and all members play an important part in a family.

5. Biblically Integrated Lesson Objective:

The students will be able to understand and discuss how all family members have an important role (part), even if they may be the youngest member.

2. Instruction:

Anticipatory Set (*lead-in/hook*): Ask the students if they are a part of a family. Have all the students share the number of family members that are a part of their immediate family.

Procedures/Instruction:

On the board, write 3 numbers that form a fact family, such as 3, 4 and 7. Ask the students to tell you an addition or subtraction fact with these numbers. Write the fact and help the children model it with the connecting cubes. Do the same with other facts in this family as well as other fact families. Have children choose a subtraction fact, for example, $5-2=3$, and use connecting cubes to model it. Then have them think of an addition problem that uses the same numbers, for example $3+2=5$. Tell children that facts that use the same numbers are a fact family.

Show some examples of fact families on the board and have the students tell what numbers are members of each family.

Have children practice using the numbers on pages 113 – 114 of the math text to create fact families.

3. Assessment:

The children will be given 3 numbers (members) and will create a fact family using the members given. They will also create a fact family of their choice.

Reteaching and/or Extension:

Since the students are all a part of a class family. Have them come up with some things they can do to positively fulfill their role as part of a class family.

6. Biblical Integration: (*verses, questions, ideas*)

Did God create the first family? Who were the first two members of that family? God loves families and He thinks that all members of a family have an important role (part) to play, even the youngest member. Take a moment to discuss the definition of role with your first graders.

Are you glad that God made Adam and Eve?

Adam was created first, so why do you think God decided to create Eve?

Does God have a family? We are all part of God's great family. Do we all play an important role (part)? What is your role as a member of your earthly family? Are you kind when doing your part or do you fuss and complain when your mom and dad need your help? If you find yourself fussing, pouting or complaining when your mom and dad ask you to do your part, you must think about what God would want you to do. Ask Him to help you do your part in helping your family.

7. Biblical Integration Assessment

Write a sentence telling what you will do to help your family this week and why you think it's important for you to do it.

Template from biblicalintegration.com

Biblically Integrated Math Lesson Plan

Subject: Math

Concept: Geometric shapes and structures (SOLIDS)

Teacher: Juliette Horton

Standard: Michigan, Recognize geometric shapes & structures in the environment

Grade Level: First Grade

Materials: pencil, cubes, Bible, Harcourt Math First Grade textbook

1. Lesson Objective:

Students will be able to identify spheres, cones, cubes, cylinders, rectangular prisms, and pyramids and then relate them to everyday objects.

4. Biblical Principle:

The cross (a shape) gave us another chance to live with Christ forever.

5. Biblically Integrated Lesson Objective:

Students will be able to understand how we are saved through Jesus' death on the cross.

2. Instruction:

Anticipatory Set (*lead-in/hook*): Show the students a ball, a box and a soup can. Ask the students to identify the shapes of the solids you provide.

Procedures/Instruction: Line up six solid shapes for the students to examine them. Then ask the groups to look around the classroom and find examples of each shape. Invite them to draw representations of the objects on the sheets of paper.

Have the students group their drawings by shape. Hold up a rectangular prism and ask the children which objects they drew look like it. Hold up and turn each of the other solids. Have children match the objects to the solids. Discuss which shapes are most common.

Use pages 287-288 to guide the children through identifying and coloring the shapes on the page to match the solid figures at the top of the page.

3. Assessment:

Have the students describe to someone who could not see it, 4 – 5 solid figures that you will reveal to them. The students should describe the attributes of each figure.

6. Biblical Integration: (*verses, questions, ideas*)

Read Hebrews 12:2. What words come to your mind when you hear the word cross? Examples: Jesus, saved, blood, nails, pain, died, thorns, thieves, death, love, forgive, clean, sacrifice, life, give, sad, sin, pierce, God, soldiers

Remind students that Jesus died on the cross to save us from our sin. He chose to do it because He loves us so much. Emphasize that it was not easy for the Father to see His son die on the cross.

Encourage the students to let the shape of the cross remind them of God's great love and sacrifice for them. Ask the students to share some ways they could show God they are thankful for the cross.

Explain that we all deserve to die permanently, but when Jesus died on the cross, He gave us another chance to live with Him forever. Praise God He is coming back soon!! Read John 14: 1-3

7. Biblical Integration Assessment

Give the students a picture of the cross and have them write 3 words that to them best describe what Jesus did for us, when he died on the cross.

Reteaching and/or Extension:

Give the students a group of solid figures that can fall into the categories of sphere, cone, cube, cylinder, rectangular prism and pyramid. Have the students sort the items and label each category according to its shape.

Template from biblicalintegration.com

Biblically Integrated Lesson Plan

Subject: Science

Concept: Pangea and Continental Drift Theory

Teacher: Deborah R. Park

Standards: Science Standard 4B changes in earth and sky,
Bible Standard Creation, Fall, and Redemption of man:
Fundamental beliefs 6-7-9-10

Grade(s): 5th and 6th

Materials: *Discovery God's Creation*, chpt 3 Lesson 1,
jigsaw puzzles, world map, Bible, special master pg 59.

1. **Lesson Objective:** To demonstrate why people began to think that Earth's continents had once been together and how they have come apart.

4. **Biblical Principle:** To demonstrate that these science theories support the biblical record of creation and the flood. Thus Christians can use science to understand the Bible and how God is working in our lives.

5. Biblically Integrated Lesson Objective: To correlate ideas of plate tectonics with the Genesis Bible story of creation and the flood helping students understand God as their creator and active agent in the evolution of our Earth.

2. **Instruction/Anticipatory Set (hook):** Ask students if they have ever put together a puzzle. Ask what helps them to know what pieces might go together. Provide small groups with giant floor puzzles to put together.

Procedures/Instruction: Next, read Genesis 1:9-10 in several versions. Ask the students to describe what picture they are seeing. Follow with the Biblical integration questions. Provide students with special master page 59 (showing outline drawings of the continents). Ask them to cut apart the pieces and see if they can fit them together like they did the floor puzzles. (Students may work in pairs and small groups as well.) Share with the class how they put their continents together. Next present the Pangea and Continental Drift theories as taught in the *Discover God's Creation* text showing how these scientific theories support the biblical record of creation and the flood. Lead students to see that believing in the Bible's creation and flood story does not mean they are not thinking scientifically and that by believing in science, they are not abandoning God.

3. **Assessment:**
Students will journal their thoughts and understandings of these two science theories and how these theories support the Bible stories of the creation and the flood. Finally they will journal a prayer to God expressing their recognition of His awesome power and active participation in our earth.

6. **Biblical Integration:** Read together Genesis 1:9-10. What picture of Earth do you get when you read these verses about the third day of creation? Is it possible that the dry land He created was one land mass? Why might God choose to make one land mass as opposed to several like today? How would many land masses have made the story of Adam and Eve different? Review the flood story in Genesis 7:17-24 and the quote, "*Jets of water burst from the earth with indescribable force, throwing massive rocks hundreds of feet into the air, and these, in falling, buried themselves deep in the ground.*" *E White, Patriarchs and Prophets, pg 90.* Talk about what kind of force would be needed to alter the landform and who only could control that kind of force and yet keep an ark with humans and animals in it alive. Ask if students know other verses in the Bible that would reveal God as having that kind of power. Look at these.

7. **Biblical Integration Assessment:**
Review the themes within this lesson:
God made everything
Sin wrecks everything
Jesus fixes everything
God uses everything
Ask students to take the parts of today's lesson on the Pangea and Continental Drift Theories well as the Creation and Flood stories and fit the parts into one of the four themes.

Template from biblicalintegration.com

Biblically Integrated Music History Lesson #1

Subject: Music History
Teacher: Ms. Andrea Nagy

Grade(s): 7 & 8

Concept: Identify common characteristics of Baroque and Christian music
NAD Standards: #8 “understanding relationships between Music and other disciplines”; #9 “Understanding Music in relation to history and culture”
Materials: ClassicsForKids.com, REBIRTH Music resources, Bibles, SDA Hymnal, CD/video recordings, Visual Valet framework, paper, and pencils.

Lesson Objective: Students will identify and evaluate the features of Baroque Music based on the various characteristic genres: concerto, oratorio, chorale, opera, oratorio, orchestra music, etc.

Biblical Principle: Students will acknowledge God as the creator of Music and will identify guidelines, based on Christian principles, for selecting music for worship and for personal enjoyment

Biblically Integrated Lesson Objective: Using the ‘reflections’, ‘distortions’, and ‘revelations’ components of the *Visual Valet* students will be able to explain how Music could be used for noble purposes, such as to praise God and to uplift the spirit, or for selfish purposes, such as to showcase human achievement and to provide unwholesome entertainment.

Instruction/Anticipatory Set (hook):

-One minute history: Students will do a think-pair-share activity where they will share for 1 minute each what they learned about Baroque music previously.

Procedures/Instruction:

-Students will listen to Baroque Music excerpts (i.e. Bach’s “Badinerie” from Orchestral Suite #2; “Julius Caesar” opera by G. F. Handel; Vivaldi’s “La Folia”).
-What are some characteristics of these compositions in terms of their musical and thematic makeup?
-An ‘opera’ is a music genre that combines drama with music in a theatrical performance designed for the entertainment of the aristocracy.
-‘Folia’ is a type of peasant or shepherd dance with recurring themes in various tempos.
-‘Badinerie’, is an instrumental composition that is light, joking in mood, very fast, and similar to the ‘gavotte’ dance or to the Italian ‘scherzo’.
-Students will listen to the recording of “Wachet auf...” (Wake, Awake for Night is Passing) by Bach.
-What are some musical features of this piece?
Discuss the translation of the lyrics
-A ‘chorale’ is a four bar composition written to be sung by a Christian congregation.

Assessment:

-Create Advance Organizer: Students will identify characteristics of various Baroque music genres

Re-teaching and/or Extension:

-Students will browse the www.classicsforkids.com website to listen to and analyze Baroque compositions by Bach, Handel, and Vivaldi.

Note: the material in this lesson could potentially be expanded over a unit on Music History.

Biblical Integration:

-Music was created by God for the edification of our spirit, and for the expression of our praise to God (Eph 5:19)
-What music *reflects* our praise to God? (Ps 98:1)
-Students will evaluate the style, character, and purpose for which Baroque compositions were designed and their suitability for Christian worship.
-What are ways in which music is *distorted* by Satan?
-How is music used for selfish/trivial aims? (Dan3:4-7)
-How could Christians choose Musical selections that *restore* the musical elements of harmony and balance that were distorted by Satan? (1 Thess 5:21)
-Consider: appropriateness of function, emotional response, physical response, origin of musical selection, meaning of lyrics, appropriateness of tone color & volume, commitment to mastery in performance, humility, and suitability in the context of culture, age, place, audience, and education (REBIRTH resources).
-Hymn 156 “O Sacred Head Now Wounded” read the lyrics of this chorale written by Hans Leo Hassler and utilized by Bach in his St. Matthew Passion oratorio.
-‘Oratorio’ is a composition for singers, choir, and orchestra on Biblical topics.
-Sing or listen to the recording and describe the connection between the lyrics and the music.

Biblical Integration Assessment:

-T-chart: Students will create lists of what Baroque music and Christ centered music have in common in terms of what these ‘sound like’ and ‘look like’. This list of values will help them identify selection criteria for determining or identifying Music that meets Christian standards.

Template from biblicalintegration.com

Biblically Integrated Music History Lesson #2

Subject: Music History
Teacher: Ms. Andrea Nagy

Grade(s): 7 & 8

Concept: Identify common characteristics of Baroque and Christian music
NAD Standards: #8 "understanding relationships between Music and other disciplines"; #9 "Understanding Music in relation to history and culture"
Materials: gfhandel.org, jsbach.org, baroquemusic.org, [REBIRTH](#)
Music resources, Bibles, [Visual Valet framework](#), handouts, paper, pencils.

Lesson Objective:

- Students will evaluate the impact of music in our lives
- They will evaluate the importance of service to others
- The students will identify ways in which they could make a difference by sharing their musical skills

Biblical Principle: Students will recognize their gifts and will learn to share their musical abilities with others, thus contributing to God's ideal of restoring man into His image through the character building power of Music.

Biblically Integrated Lesson Objective: Using the 'application' component of the *Visual Valet* students will learn of ways in which they could praise God and help others with their musical gifts.

Anticipatory Set (hook):

- Reflective Moment:** Write on the board the words with which J. S. Bach concluded each composition: "Soli Deo Gloria" = "Glory to God Alone!", thus giving credit to God for his creative skill.
- Read Psalm 150:6 "Let everything that has breath praise the Lord."
- Students will think about and share with a partner what 'praise' means to them and what did the words of Bach express about his praise to God
- What are some ways in which we may praise God?

Big Ideas:

- Baroque composers worked in the service of various kings, patrons of the arts, and churches:
- J. S. Bach worked for several years as court musician for Duke Wilhelm Ernst in Weimar and for Prince Leopold of Anhalt-Cöthen, but most of his career was spent as church musician in various towns and finally at the St. Thomas Church in Leipzig
- Antonio Vivaldi worked for most of his career at the Ospedale della Pieta, a home for girls, in Venice
- G. F. Handel served as court musician for the Elector of Hanover and for King George II, as well as for the Royal Academy of Music in London

Assessment:

-Corners: Students will receive handouts outlining four options: 1) If I were a composer like Vivaldi I would gladly work at Ospedale della Pieta a home for abandoned girls; 2) If I were a great composer living in the time of Handel I would serve as court musician for King George II; 3) If I were a talented composer like Bach I would gladly be a church musician; 4) If I were a musically skilled shepherd boy like David was, I would gladly serve king Saul as court musician. Students will choose one of these scenarios, and in the designated corner of their choice they will talk with other students and give reasons for their choices, using concrete examples from the biographies of these musicians.

Biblical Integration:

- Romans 12: 6-8 (NKJV): "Having then gifts differing according to the grace that is given to us, *let us use them*: if prophecy, *let us prophesy* in proportion to our faith; or ministry, *let us use it in our ministering*; he who teaches, in teaching; he who exhorts, in exhortation; he who gives, with liberality; he who leads, with diligence; he who shows mercy, with cheerfulness."
- Students will think about and share ways in which they could praise and serve God with their abilities
- God gave everyone a gift with which we can serve Him, whether a musical talent or a different gift
- "God is much more interested in our availability than our ability, since He's the one who gives us the abilities in the first place. He just wants us to be willing to be used by Him." (Lesson 3, Q1 YB PowerPoints).

Biblical Integration Assessment:

- Survey: students will respond to a brief survey based on their comfort level when engaging in the following musical activities:
 - I wish to sing in the children's choir at church
 - I like to play instrumental solos at musical events
 - I'd like to play for elderly people at a nursing home
 - I would prefer playing in a big ensemble at church
 - I prefer helping set up the practice room or performance hall for musical events, as well as assist with musical instrument maintenance
- Based on the responses we would decide together on musical projects that would engage each student in some form of service activity at school, at home, in church, or in the community.

Re-teaching and/or Extension:

- Students will complete and discuss the "Spiritual Gifts Inventory" (Troy Fitzgerald) and consider practical ways in which they could engage in service with the spiritual gifts they identified for themselves.

Template from biblicalintegration.com

Using the Visual Valet Model for Teacher/Staff Evaluations

Jeremy Hall, Principal, Indiana Academy 2012

The job of an administrator is to coach and support his/her staff to fulfill or exceed set goals needed for the success of a program. It is the responsibility of the administrator to provide feedback during a school year related to areas that need growth as well as affirm areas that are strong and thriving. This evaluation process can be difficult and challenging.

One of the reasons I would propose that evaluations in general can be difficult within Adventist Institutions is because the “denominational dynamic” bleeds into areas that need a business decision applied to them. For example, it is more challenging for an denominational leader to call in a teacher and challenge them to look at an area of weakness because we very likely may also sit in the same sanctuary at church on Sabbath morning. Compounding this issue would be the fact that our children may be in the same classroom at the elementary school, my employee’s spouse may be my child’s teacher, or their spouse works as an administrative assistant to my direct supervisor, or we worked together as greeters for a church evangelistic series, and the list goes on and on. Because the work that we do Monday through Friday is an intricate part of the overall mission of the church, it can create a dynamic that may make necessary business decisions difficult. Stewardship of God’s work calls us to make decisions that will better enable the work to move forward and yet many times we are hampered by these “church family” dynamics and unfortunately the work may suffer.

In the educational setting principals are required to motivate, challenge, support, and appropriately model for their faculty/staff. I would propose to you that the Visual Valet model could be a tool that can assist the principal in evaluating and encouraging his or her staff to be everything God has called them to be. Instead of trying to separate the business side of Adventist Education with its mission why don’t we just embrace the fact that there is no real way to separate them at all? In reality the business end of the work is really about the mission and vis versa. They are inseparable. If business decisions are not being made, then the mission fails. If the mission of a school is not properly in place, then the business side will fail because God’s hand is not in it.

I would propose is that we use Klassen’s Visual Valet model to create a spiritual growth model evaluative process for teachers and staff. If Adventist educators are about God’s work then they should be about personal growth. If we grow personally in Christ then we grow professionally. The difficult issue however is that personal growth is, well, personal. The problem however is this. If a teacher/staff member has a spiritual deficit and is not growing, then what they are called to do professionally at an Adventist institution will be subpar at best. If, however, the administrator is able to come along side their staff member in a coaching mode, providing feedback and help related to the faculty/staff member’s own evaluation of their goals and growth, a positive outcome could be seen. It can be looked at as a team effort while still allowing for accountability.

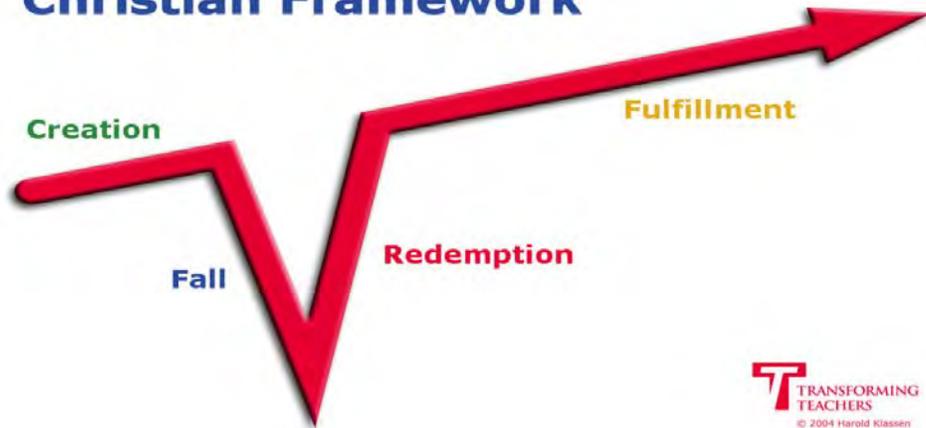
This model should be applied to normal growth evaluations throughout a given school year. There are times when an administrator must deal directly and intentionally with

more significant performance or conduct issues that would not call for a collaborative approach.

Visual Valet Model

It is important that the administrator give a general overview of the Visual Valet as applied to the principles of Adventist Education. Specifically the simplistic yet powerful reference to the Creation, Fall, Redemption, and Fulfillment.

Christian Framework



Second, explanation should be given for the expansion of the Biblical Integration Guide which covers, Reflections, Distortions, Revelations, and Application.

Biblical Integration Guide



This model has spiritual application that can be transferred to all parts of life. Instead of compartmentalizing so much of our lives into different segments, we can see the different facets of our life being the spokes that flow into the hub of our spiritual journey with Christ. This philosophical paradigm shift can significantly alter our experience.

What follows is an explanation of how the Visual Valet could be used in a teacher/staff evaluation process.

Application to Teacher/Staff Evaluation

At the beginning of each school year the administrator would ask each faculty/staff member to review and become familiar with the benchmark curriculum goals stated for Adventist Education by the North American Division. These goals should be guiding principles that are applied in every facet of a school program.

In addition, each faculty/staff member would be asked to prayerfully select 5 professional goals they would like to accomplish throughout the school year. These goals could have a direct reference to their specific job description but could also apply to areas outside of their direct job description but within the overall mission of the institution and be turned into the principal at the beginning of the year.

As the staff member progresses through the school year they should periodically review (monthly) these goals and benchmarks to ascertain progress and pulse as they move throughout the year. This way, they would be able to make minor and incremental corrections if certain goals are starting to veer off course. This monthly review is very important as deviation from mission or an unaddressed lack of competency in a specific area can be detrimental to student progress and overall mission accomplishment. The administrator should meet approximately once a quarter to observe, review, and support the faculty member as they work towards accomplishing their goals. An “open door” policy should also exist so that any staff member could come in and review, receive feedback, or get encouragement should the need arise.

Following the Visual Valet model, we would see the following principles applied:

Goals (God's Plan for man)

Jeremiah 29:11-13

Proverbs 14:12

James 4:13-16

Romans 11:33

The 5 goals that each faculty member selects should reflect areas in their professional life that could be improved and strengthened. Improvements in these areas should have a direct correlation to the strengthening of the school program. It should have rationale behind it that ties into the school's mission statement as well as the curriculum goals of the NAD.

Sometimes these goals can be personal in nature if they are having a direct impact on the professional setting. These types of goals are extremely important but should be carefully reviewed as sometimes it may not be appropriate for discussion in the workplace.

Goals Met or Exceeded (Christ's Perfect Life)

Philippians 4:13

Hebrews 4:15

John 15:5

Romans 8:1

Romans 8:6-8

When we are connected to Christ we have the ability to accomplish the goals that He has laid before us to accomplish. Through His strength and power we are able to meet and exceed the expectations that we have before us as we labor in our various mission fields.

It is important that we recognize and affirm these accomplishments. It is important in faith building to recognize and build upon instances where we have seen Christ work through us to accomplish our goals. Sometimes we may question or doubt whether or not a specific goal is attainable. Looking back to see instances along the way when goals are met or exceeded builds energy, momentum, and the strength to move on to even greater heights. It is similar to climbing a mountain trail. As one moves up the trail it is good to pause at various points to see the distance covered, to examine the view from each vantage point. When the hiker does this, it motivates and encourages them because they can look back and see what has been accomplished and be energized to attain an even greater vantage point in the near future.

Goals Not Met and Why (Man's failure through sin)

Romans 3:10

Romans 3:23

Romans 8:7

Because our sinful nature wars against God's plan for our lives there are times when we desire and decide to follow our own path instead of the path God calls for us to walk down. Because of this we see areas in our work setting when we fall short. One of the difficult things about honest introspection is setting our pride aside in order to see the true picture of why we failed. It is easier to place blame on others and attribute our failure to a circumstance or uncontrollable problem. Sometimes failure can be attributed to circumstances outside of our control but most of the time it is because we have walked outside of faith in Christ and followed our own pathway.

Recognition of Failing Factors (Identifying my tendencies towards sin)

Isaiah 1:18

Proverbs 14:12

As the realization of a failure sets in it can be discouraging and disheartening. Each individual deals with defeat in a different way. Regardless of our defeats we must take the opportunity to learn from our failures. What were the contributing factors that caused me to fall short of my goal? What were the reasons that this goal was not a higher priority for me to fulfill? What circumstances that were in my control, could I have adjusted so that this goal would have been met? As we move through this thought process we are opening ourselves up to solutions and acquiring tools that will help us solve the challenge should it arise in this area again. The key is honest self-reflection.

Strategies for Success (I can do all things through Christ)

Philippians 4:13

1 John 1:9

1 John 2:1

Philippians 3:13

We should always take courage in these low points to know that it is when we are weak, that we are really strong. We have an Advocate who has made a way of escape from every problem and failure; someone who will make a way for us to stand up again and get back on the right path. When we recognize our weakness, it is then that Christ can fill us and use us to accomplish His work. It is when we are at the foot of the Cross that we are the most powerful because we are humbled and empty of self. Christ-filled, we can have courage to move past our failure to the goals that are before us. (Philippians 3:13)

Application of New Plan (If God be for us, who can be against us?)

Romans 8:31

It is easy to have round table theoretical discussions. The challenge is putting that theory into practice. Our old nature is a difficult thing to vanquish. We must ensure that, as we have processed our failures and weaknesses, we have planned different steps that will be implemented if we encounter the problem again. This “retraining” is difficult but once we establish a new pattern, we can move to greater heights.

Continuous Monthly and then Yearly loop

It is important that we consistently review our goals and evaluate our progress through the school year. This should occur on a monthly cycle so that we are able to make adjustments and provide “boosts” to specific areas that may be lacking as we move along. It is easy to get extremely busy so planning and scheduling these reviews will help keep them at the forefront of our mind as we move through the school year.

TEACHER GOAL ACHIEVEMENT FORM

NAME: _____

DATE: _____

GOALS

Please state the goals that you are working towards. Write as much detail as possible so that it is clearly defined and more accurately measurable. Look for tangible elements to state as this will be easier to assess.

GOAL 1:

GOAL 2

GOAL 3

GOAL 4

GOAL 5

GOAL REVIEW

Instructions:

You will need to print off 5 copies of this sheet for each of your 5 individual goals.

Write the number of the goal you will be reviewing. Check the box that applies. Either you have met or exceeded the goal, or you have failed to meet it.

If the goal is met or exceeded, please list the reasons why this has occurred. Be specific. If the goal has not been met, please follow Classens Visual Valet module to identify the following: **1.** Why was the goal not met? **2.** Identify Failing Factors. **3.** Strategies for Success. **4.** Application of plan for success.

GOAL # _____

Met or Exceeded () Failed to Meet ()