
SPECIAL EDITION: CIRCLE ENEWS NOV 2007 – NAD PAC FOR CIRCLE SUBMISSIONS

WHY? Rationale

Daily Adventist educators create or reshape curriculum and instruction resources. Unfortunately, few are ever shared or published. Teachers value practical ready-to-use learning objects. Every year we lose teachers who creatively developed excellent Adventist curricula and instructional materials. Much time and money could be saved, while affirming teachers investments, if resources were shared.

The good news is that NAD has already invested in a solution – circle.adventist.org, the Google of Adventist education. If every teacher shared his/her ONE best lesson, unit, course, or other learning object each year, CIRCLE could provide over 10,000 new and uniquely faith-integrating, Adventist worldview resources for the next year's journey to excellence! The cumulative effect of such collaborative knowledge management could be immense.

HOW? Three Easy Steps

1. Teachers can request professional advancement credit (PAC) for a proposed CIRCLE submission from their superintendents for personally-developed learning objects, negotiating the credit hours needed to polish the resource(s) for online publication.
2. Teachers contribute the learning objects to circle.adventist.org/submit. An email will prompt for improvements if needed, and inform teachers of the CIRCLE link when approved.
3. Teachers send the CIRCLE submission link to their superintendent as evidence of project completion, for the agreed upon PAC credit.

WHAT? Descriptors of Quality Submissions

Learning objects submitted to CIRCLE will be reviewed using the following standards (as applicable, not all fit every resource type):

1. Aligned with the Adventist biblical worldview and (if in NAD) J2E Preferred Practices
2. Reflects sound educational research, theory and practice
3. Encourages lifelong, holistic, service-oriented learning
4. Aligns vocabulary/reading level with target learner level
5. Format appropriate/attractive to target level
6. Organized and easy to use by target level
7. Depth of content suitable for learning object purpose and target level
8. Breadth of content suitable to learning object purpose and target level
9. Encourages higher order thinking
10. Promotes reflection on learning experience/process
11. Addresses the individuality of learners
12. Considers the social/relational basis of learning
13. Connects to current Adventist curriculum objectives for target level and region
14. Describes the purpose/context succinctly
15. Provides clear goals/objectives/intended learning outcomes
16. Links outcomes, activities, and content clearly
17. Includes implementation helps/motivational strategies
18. Identifies additional teacher resource or support services
19. Incorporates appropriate assessments or suggestions for assessment
20. Encourages collaboration by providing author contact information

More about Descriptors

See these as helpful guidelines for quality submissions, recognizing that they do not all apply to every resource. If you are unsure, submit your resource and let CIRCLE help by reviewing and dialoguing with you.

A. Foundational Descriptors

1. **Faith-driven and values-focused.** Does this resource build on the Adventist biblical worldview? If developed in North America for Grades K-12, is this resource aligned with the Journey to Excellence (J2E) Preferred Practices (see www.journeytoexcellence.org)? Does this resource include evidence of appropriate integration of faith and Christian values? If this is part of a larger curriculum with faith-integrating objectives and/or applications, is a connection to the faith-base or Adventist curriculum goals included?

2. **Reflects sound educational research, theory and practice.** Teacher-designed lesson plans or teaching strategies should be classroom-tested and revised by the individual teacher before submission. If based on specific research or wider field-testing has been done, have references been included to facilitate further study and/or give due credit?

3. **Encourages lifelong, holistic, service-oriented learning.** If not readily apparent in the resource itself, is an explanation of how this resource fits into the Adventist philosophy of redemptive, balanced education included?

B. Document Format & Content Standards

The target level is the grade level or age group for whom this resource is intended.

4. **Vocabulary/reading level aligned with target level.** Was a word processor's word count and reading level calculation used to check whether your material is appropriate for the target group? Did you update any confusing instructions, activities or wording after using this in your class(es)?

5. **Format appropriate/attractive to target level.** Is the resource attractively designed for its intended audience? Has all spelling and punctuation been checked? Is formatting used consistently?

6. **Organized and easy to use by target level.** Is the purpose of the resource clearly indicated at the start? Is there a table of contents? Are there instructions that outline how to use the resource as intended? Is it easy to use?

7. **Depth of content suitable for document purpose and target level.** Depth of content refers to the quality of material selected and included. Is terminology defined (or references included for this purpose)? Is it thorough, yet easily readable?

8. **Breadth of content suitable to document purpose and target level.** The appropriateness of breadth will depend on the type of resource and its intended audience or target level. Are the purpose and breadth appropriately aligned?

C. Learner Oriented Descriptors

9. **Stimulates learning.** Does the resource stimulate or encourage learning through instructional variety, and/or is naturally engaging and relevant (connected to real-life)? This may not directly apply to reflective articles, research summaries/reviews, etc.

10. **Encourages higher order thinking.** Does the resource facilitate higher order thinking? Does it foster mastery of foundational knowledge first? This may not directly apply to skill development lessons/resources.

11. **Promotes reflection on learning experience/process.** Does the resource include questions or strategies that encourage learners to reflect on the activities they are experiencing? on the learning process? Does it include authentic assessments?

12. **Addresses the individuality of learners.** Does the resource respect/address the uniqueness of each God-created learner, including sensitivity to cultural diversity, life experience, background, socio-economic status, special learning needs, etc.?

13. **Considers the social/relational basis of learning.** Does the resource address the relational basis of learning, including interaction between

- a. the learner and content?
- b. the learner and other learners?
- c. the learner and teacher?
- d. the learner and self (reflection)?
- e. the learner and the community (eg. service opportunities)?

D. Educator Oriented Descriptors

14. **Connects to current Adventist curriculum where appropriate.** Is curriculum alignment stated? Are objectives referenced to the local Adventist curriculum for this level?

15. **Describes the purpose/context clearly and succinctly.** Is there a clear purpose or rationale statement in the teacher's guide/notes?

16. **Provides clear goals/objectives/intended learner outcomes.** Are specific learner objectives or intended outcomes included?

17. **Clearly links outcomes, activities, and content.** Does the document clearly develop learning experiences to facilitate achievement of listed objectives/outcomes? Are all activities clearly explained, linking them to the purpose and objectives?

18. **Includes implementation helps or motivational strategies.** Does the resource include a description of strategies inherent in the design? Or have links to motivational strategies and implementation helps been added, where applicable?

19. **Identifies additional teacher resources or support services.** Are credits given where due? Are additional resources listed to support variations in use?

20. **Incorporates appropriate assessments directly connected to learner objectives/outcomes.** Are the assessments directly connected to learner objectives/outcomes? Are the forms of assessment appropriate to the target level, the content, current research on effective assessment strategies, etc.?