



Dalat International School

Teaching Standards

Performance Area A: Personal Calling and Christian Distinctive

- Standard 1:** Serves as a direct result of a calling from God
- Standard 2:** Supports the mission statement and vision of Dalat
- Standard 3:** Demonstrates an understanding of a Christian philosophy of education
- Standard 4:** Bases all instruction and content on the foundation of a biblical worldview

Performance Area B: Effective Planning and Preparation

- Standard 5:** Demonstrates knowledge of content and pedagogy
- Standard 6:** Uses Dalat curriculum content, skills, processes and unit plans as a framework for lessons planning
- Standard 7:** Demonstrates effective planning and organization

Performance Area C: Productive Teaching

- Standard 8:** Communicates effectively with students and parents
- Standard 9:** Defines learning expectations and provides timely evaluative feedback on student performance
- Standard 10:** Motivates and engages students in meaningful learning and growth

Performance Area D: Learning Environment

- Standard 11:** Personalizes learning
- Standard 12:** Demonstrates sensitivity to teacher-student relations
- Standard 13:** Provides a safe learning environment

Performance Area E: Learning Community Responsibilities

- Standard 14:** Demonstrates effective interpersonal relationships
- Standard 15:** Supports Dalat policies and procedures
- Standard 16:** Commits to continuous learning
- Standard 17:** Participates in school activities beyond the classroom

Teaching Standards

Performance Area A: Personal Calling and Christian Distinctive

| Standard 1: Serves as a direct result of a calling from God | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • does not serve with joy, passion and dedication that accompanies a calling • is often frustrated and discouraged while teaching • does not fulfill job responsibilities | <ul style="list-style-type: none"> • reflects the joy, passion and dedication that accompanies a calling • displays a positive attitude • utilizes God given talents and gifts for effective teaching • demonstrates a spirit of commitment, flexibility and responsiveness to needs | <ul style="list-style-type: none"> • ability to focus on the eternal aspects of kingdom education • serves with a humble spirit • is secure and confident in his/her God-given ability to accomplish His purposes • works for the betterment of the Dalat community • seeks ways to encourage others in their calling |

| Standard 2: Supports the mission statement and vision of Dalat | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • does not live in accordance with the school's lifestyle statement • shows disregard for school's code of ethics • constantly undermines the school's authority | <ul style="list-style-type: none"> • is an evangelical, born-again person with clear testimony of faith in God • lives in accordance with the school's lifestyle statement • models a lifestyle of biblical integrity • displays the ability to listen and respond to counsel • encourages students to embrace and act according to biblical ethics | <ul style="list-style-type: none"> • inspires others through own model of biblical integrity • attitudes and actions are above reproach • willingly accepts the school's code of ethics and lifestyle statement as his/her own |

| Standard 3: Demonstrates an understanding of a Christian philosophy of education | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • fails to attain provisional certification with ACSI in first year • fails to complete requirements for ACSI's Christian Philosophy of Education course within two years • fails to recognize the differences between the secular education system and a Christian education | <ul style="list-style-type: none"> • completes the requirements for a Christian Philosophy of Education course which meets ACSI guidelines • integrates a Christian philosophy of education into daily lessons and interpersonal relationships | <ul style="list-style-type: none"> • maintains current ACSI certification • extends the study of a Christian philosophy of education beyond the required course • promotes a Christian philosophy of education throughout school life and community |

| Standard 4: Bases instruction and content on the foundation of a biblical worldview | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • denies the need to apply a Christian worldview to the classroom • unwilling to communicate biblical truths and the Gospel to students | <ul style="list-style-type: none"> • teaches every subject area with the foundation of a biblical worldview • communicates biblical truths and the Gospel to students with vitality and conviction • is sensitive to the various religious backgrounds of the staff and students • provides a learning environment which stimulates discussion and examination of various worldviews • challenges students to value a biblical worldview | <ul style="list-style-type: none"> • can articulate a biblical worldview and demonstrate how everything in his/her discipline relates to that worldview • relies on the Holy Spirit to direct in the integration of biblical truths into everyday lessons • participates in professional activities which stimulate and promote a biblical worldview • sees all truth as God's truth |

Performance Area B: Effective Planning and Preparation

| Standard 5: Demonstrates knowledge of content and pedagogy | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • makes consistent content errors • does not recognize and/or correct conceptual and/or content errors students make • displays little understanding of pedagogical issues involved in student learning of content | <ul style="list-style-type: none"> • displays relevant concept and content knowledge • makes connections within and across curricula • demonstrates pedagogical practices that reflect current research on best practices • demonstrates the ability to analyze appropriateness of pedagogical practices in light of biblical truth | <ul style="list-style-type: none"> • gives evidence of continuing pursuit of current concept and content knowledge • displays continuing search of best teaching practices • demonstrates and shares best practices and content knowledge with colleagues |

| Standard 6: Uses the Dalat curriculum and unit guides as a framework for lesson planning | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • does not follow the established, Dalat curriculum • does not incorporate school division and subject area philosophy into content and teaching practices • does not maintain and update course unit guides | <ul style="list-style-type: none"> • utilizes the essential components of unit guides in lesson plans, including integration of ESLR's, biblical integration, current MCREL standards, and use of technology • incorporates school division and subject area philosophy into content and teaching practices • maintains and updates course unit guides | <ul style="list-style-type: none"> • implements lesson plans that are highly relevant to students and their learning goals, while including essential components of the unit guides • demonstrates good lesson planning, that consistently allows for flexible adjustment to student/class needs |

| Standard 7: Demonstrates effective planning and organization | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • evidence of lesson plans is minimal or non-existent • includes learning activities that are inappropriate for students or do not meet instructional goals • does not properly support student learning and developmental needs by the progression of instruction within and between lessons • does not use assessment results as a tool for planning | <ul style="list-style-type: none"> • prepares clear and thorough lesson plans • makes appropriate and coherent connections between abilities and developmental needs of student and curriculum • provides an appropriate progression within and between lessons • plans instruction consistent with English language needs of students • uses assessment results to guide instructional planning • engages in collaborative and/or team planning • appropriate use of review to engage students in content mastery | <ul style="list-style-type: none"> • includes multi-faceted approaches to learning and problem solving • allows for variety of instructional groupings, student choice and differing learning styles according to ability and developmental needs • leads in promoting collaborative learning |

Performance Area C: Productive Teaching

| Standard 8: Communicates effectively with students and parents | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • does not give clear directions and procedures • uses unclear spoken and written language • consistently makes grammar, spelling, and syntax errors • asks questions that are of poor quality and irrelevant to the lesson plan • relies solely on lecture style, mediating questions and answers • has low student participation in discussions • focuses attention on a specific sector of the student population • does not avail themselves to students or parents outside of class | <ul style="list-style-type: none"> • gives clear directions and procedures which contain an appropriate level of detail to students • uses correct spoken and written language • uses vocabulary appropriate to students' age and interest • asks questions that are of high quality and relevant to lesson content • uses a variety of teaching techniques to communicate with students • attempts to engage all students in discussion • provides opportunities outside the class to communicate with individual students and parents • uses information technology to instruct and communicate with students and parents | <ul style="list-style-type: none"> • gives directions and procedures that are clear to students and anticipates possible student misunderstanding • consistently uses correct spoken and written language that is expressed in well-chosen vocabulary that extends students' vocabulary, usage and understanding beyond learning expectations • consistently asks questions that are of uniformly high quality |

| Standard 9: Defines learning expectations and provides timely evaluative feedback on student performance | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • does not consistently communicate learning expectations • provides insufficient information to parents and students regarding student performance and achievement • does not update grades in PowerSchool on a bi-weekly basis | <ul style="list-style-type: none"> • communicates learning expectations and takes into account developmental needs • consistently provides timely feedback regarding student performance and achievement • communicates with parents and students about students' progress and is available to respond to parent questions • updates grades in PowerSchool at least bi-weekly • encourages student self-evaluation | <ul style="list-style-type: none"> • consistently provides timely feedback, including written and oral comments regarding student achievement and makes provisions for students to use feedback in their learning • proactively informs parents about student growth • provides multiple opportunities for assessment/feedback over the course of a quarter to allow students with varying abilities to find areas in which they can succeed |

| Standard 10: Motivates and engages students in meaningful learning and growth | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • chooses materials and resources that are inappropriate; examples are unclear • chooses activities, assignments and assessment techniques that are inappropriate and do not account for student development levels and backgrounds • does not make learning relevant to student (worksheets as primary teaching tool) • does not convey enthusiasm for learning and teaching | <ul style="list-style-type: none"> • chooses materials, resources and assessment techniques that are appropriate • ascertains that students are cognitively engaged • ensures that instructional groups are productive and connect to instructional goals • makes learning relevant to students • conveys enthusiasm for learning • monitors and provides evidence of student learning • encourages and teaches the development of critical thinking skills | <ul style="list-style-type: none"> • chooses content within the curriculum guides and develops assessment that is highly appropriate and links well with student knowledge and experiences • provides opportunities for students to demonstrate enthusiasm and a high degree of productivity • provides motivation and opportunity for students to engage in projects or activities to enhance understanding • conveys a high degree of enthusiasm for learning and teaching |

Performance Area D: Learning Environment

| Standard 11: Personalizes learning | | |
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| behaviors that indicate a teacher <i>does not</i> meet this standard | behaviors that indicate a teacher <i>meets</i> this standard | behaviors that indicate a teacher <i>exceeds</i> this standard |
| <ul style="list-style-type: none"> • does not accommodate the various individual learning styles and needs of students • does not present lessons appropriate to student abilities | <ul style="list-style-type: none"> • accommodates a variety of learning styles • presents lessons appropriate to student abilities / skills • differentiates instruction and implements numerous teaching and evaluation strategies to address learning styles, modalities, and various intelligences | <ul style="list-style-type: none"> • differentiates instruction displaying an understanding of student's knowledge, interests, and background |

| Standard 12: Demonstrates sensitivity in teacher-student relations | | |
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| behaviors that indicate a teacher <i>does not</i> meet this standard | behaviors that indicate a teacher <i>meets</i> this standard | behaviors that indicate a teacher <i>exceeds</i> this standard |
| <ul style="list-style-type: none"> • interacts with students in an unprofessional manner • relates inappropriately with students considering their developmental level or cultural background | <ul style="list-style-type: none"> • demonstrates professionalism, care and respect when dealing with students • interacts appropriately with students, considering their developmental and cultural needs • is accessible to meet with and develop positive relationships with students • models a Christ-like attitude and behavior when relating to students | <ul style="list-style-type: none"> • strives to know each student as an individual • demonstrates superior ability in working with fragile or at-risk students • proactively helps students to overcome barriers to mutual understanding and respect |

| Standard 13: Provides a safe learning environment | | |
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| behaviors that indicate a teacher <i>does not</i> meet this standard | behaviors that indicate a teacher <i>meets</i> this standard | behaviors that indicate a teacher <i>exceeds</i> this standard |
| <ul style="list-style-type: none"> • demonstrates inadequate supervision which places students at risk • does not hold students responsible for inappropriate behaviors • models or promotes unsafe behavior • allows inappropriate student to student relationships | <ul style="list-style-type: none"> • addresses student behavior that may prove harmful • promotes safety awareness and knowledge of relevant safety procedures • cultivates an environment that is God honoring • fosters an atmosphere of trust and mutual respect | <ul style="list-style-type: none"> • creates a classroom environment where students offer social and emotional support to their peers • anticipates threatening situations and intervenes before student safety is compromised • advocates for improvements in school safety |

Performance Area E: Learning Community Responsibilities

| Standard 14: Demonstrates effective interpersonal relationships with colleagues | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • is generally not supportive of colleagues in regard to decision-making, sharing space, ideas, methods and materials • does not consistently engage in open, honest and respectful communication • exerts a negative influence on team or group dynamics • does not exhibit or attempt to build cross-cultural understanding | <ul style="list-style-type: none"> • builds collaborative and cooperative relationships • participates in and supports team or departmental decision-making and team-building activities • demonstrates cross-cultural understanding • demonstrates ability to acknowledge with sensitivity variations in the Christian faith • models a Christ-like attitude and behavior with colleagues • shows respect for colleagues by consistently being on time | <ul style="list-style-type: none"> • consistently shares new ideas, methods and resources with colleagues • takes a leadership role in team-building • makes a significant effort to understand and respond to cultural differences |

| Standard 15: Supports Dalat policies and procedures | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • demonstrates minimal knowledge of documented Dalat policies and procedures • makes little attempt to adhere to Dalat policies • uses inappropriate means of resolving <i>workplace</i> concerns and problems | <ul style="list-style-type: none"> • demonstrates knowledge of all documented Dalat policies and regulations and adheres to them • uses appropriate means of resolving <i>workplace</i> concerns and problems | <ul style="list-style-type: none"> • contributes to ongoing review and development of procedures and processes relevant to his/her work area and other areas as needed • demonstrates active involvement in seeking positive solutions for resolving <i>workplace</i> concerns |

| Standard 16: Commits to continuous learning | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • does not participate in all of the required professional development opportunities • engages in minimal professional development activities to enhance content knowledge, teaching skills or skills to support Dalat school improvement initiatives • makes little attempt to keep current with curriculum and teaching practices • does not maintain current professional certification • does not complete yearly professional development plan and goals | <ul style="list-style-type: none"> • participates in all required professional development opportunities • seeks out opportunities for personal professional development to enhance content knowledge and teaching • keeps current with the school's curriculum and teaching practices • contributes to school-wide improvement initiatives • completes yearly professional development plan and goals • maintains applicable professional certification | <ul style="list-style-type: none"> • leads in sharing professional development activities with colleagues • seeks out corporate professional activities that support school-wide initiatives |

| Standard 17: Participates in school activities beyond the classroom | | |
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| behaviors that indicate a teacher does not meet this standard | behaviors that indicate a teacher meets this standard | behaviors that indicate a teacher exceeds this standard |
| <ul style="list-style-type: none"> • is not involved in school events, student activities and/or school initiatives • participates in too many extra-curricular school activities to the detriment of assigned responsibilities | <ul style="list-style-type: none"> • participates in school events, student activities and/or school improvement initiatives beyond the classroom | <ul style="list-style-type: none"> • actively volunteers and participates in a variety of school events, student activities and/or school improvement beyond the classroom • initiates school events, student activities and improvement activities while maintaining high standards in the classroom • demonstrates involvement in student life beyond the classroom |

Notes / Observations: