

Central California Conference
Office of Education

2016-2017

MENTOR TEACHER PROGRAM



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MENTOR TEACHER PROGRAM

**“Therefore encourage one another and build each other up, as in fact you are doing.”
1 Thessalonians 5:11**

The Central California Conference Department of Education has completed the 16th year of the Mentor Teacher Program. Mentor teachers have supported a total of 171 teachers over 17 years. During this period of time, 47 teachers have gone through the training and have served as mentor teachers.

In creating the role of mentor and providing needed support for the teachers in the Central California Conference, the Mentor Teacher Program shall be responsible for and function to provide support in the following ways:

- To model Jesus’ method of discipleship.
- To receive continued training in the concept of mentoring to include curriculum development projects, research development projects, workshops, and distance learning.
- To develop knowledge and skill through a mentor program.
- To welcome teachers into the profession and take an interest in their career development and well-being.
- To assist, challenge, guide and support veteran teachers.
- To share ideas, resources, skills, and experiences with the mentee.
- To offer support and challenge in guiding the mentee to new levels of expertise.
- To guide the mentee to renewed and/or new teaching techniques and curriculum standards.
- To provide opportunities for mentors and mentees to share experiences about the effectiveness of the mentor teacher program.

A major goal of the Mentor Teacher Program is to promote the retention of effective teachers, both beginning and veteran. The program is expected to encourage effective teachers to consider a profession of lifelong ministry.

As part of the Mentor Teacher program, the classroom teacher will receive assistance from mentor teachers who will help in the assessment of instructional programs, facilitate the sharing of techniques and approaches, articulate challenges teachers face and serve as a resource person knowledgeable in conference, union, and national educational services and educational trends and methods. Mentor and Mentees in the Central California Conference will partner to mutually fulfill professional and spiritual goals.

QUALIFICATIONS OF A MENTOR TEACHER

The Central California Conference Office of Education staff will select candidates based on the following qualifications:

- ★ Seventh-day Adventist Denominational Certification (Standard or Professional Teaching Certificate)
- ★ Regular Teaching Status (minimum of six years of experience)
- ★ Endorsements in academic areas
- ★ Access and ability to use email/social media on a regular basis

Other Considerations:

- ★ People skills
- ★ Differentiated Instruction
- ★ Continued professional enrichment
- ★ Years of denominational service
- ★ Experience
- ★ Personality
- ★ Commitment to the program and its goals
- ★ Letter of recommendation from site administrator

*Mentors who fully participate in the Mentor Teacher Program will receive the following incentives:

- ★ Satisfaction of welcoming beginning teachers into the profession and taking an interest in their career development and spiritual well-being
- ★ Opportunity of validating expertise and of passing the torch of craft and wisdom to a new generation of teachers
- ★ Spiritual growth and enrichment
- ★ Professional growth credit and recognition as trained mentor teacher
- ★ Central California Conference Curriculum Committee member

JESUS

the

Mentor

JESUS AS A MENTOR

"The most complete illustration of Christ's methods as a teacher is found in His training of the first twelve disciples. Upon these men were to rest weighty responsibilities. He had chosen them as men whom He could imbue with His Spirit, and who could be fitted to carry forward His work on earth when He should leave." Education pg. 84

Jesus the Mentor:

- † Chose men of native ability and a teachable spirit
- † Gave them the privilege of His companionship (disciples accompanied him on his travels)
- † Did not shield them but let them share in His trials and hardships
- † Allowed them to observe His methods of teaching
- † Provided the mentees opportunities to participate in His work
- † Taught specific lessons
- † Mentored them for three years
- † Endeavored to bring them into unity with each other and Himself
- † Dealt patiently with them
- † Taught lessons of humility, obedience, and trust
- † Reproved, warned, and cautioned but did it in love
- † Used different methods with different personalities
- † Assigned his mentees responsibilities and held them accountable
- † Repeated lessons many times
- † Viewed them with pity and compassion
- † Welcomed them with their faults and weaknesses and trained them
- † Was the ultimate role model
- † Prayed for them and told them He had done so

-- Adapted from *Education* pages 84-96

THE MENTORING OF THE MASTER

Mentoring defined:

A process of opening our lives to others, of sharing our lives with others; a process of living for the next generation.

From the life and example of Jesus, we derive the fundamental concepts of mentoring:

- † More time spent with fewer people equals greater lasting impact for God.
- † Jesus transformed the world because He poured His life into the Twelve.
- † Jesus taught the Twelve about prayer.
- † The act of washing the feet of the Twelve.
- † Jesus led by serving.
- † Jesus did not categorize people.

In **Matthew 16:24-28**: Jesus invites the disciples to gain the reward of eternal life.

It's about character--Christ-like character. The goal of the Christian life is stated in **Romans 8:29**: conformity to the image and likeness and character of Jesus Christ. That's why, when Jesus called the Twelve, He didn't say, "Listen to Me." He said, "Follow Me."

Our mission as mentors is to train learners not only in the art of leadership, but also in the art of "follower-ship".

-- Adapted from *Mentoring the Strategy of the Master* by Ron Lee Davis

A MODEL OF BIBLICAL MENTORING

Group Discussion:

- † Who is the mentor? Acts 11–Barnabas and Saul
- † What role takes place? Acts 13–Paul and Barnabas
- † What happened?

The Process of Biblical Mentoring:

Step 1: *"I minister, you watch"*

Step 2: *"We minister together"*

Step 3: *"You minister, and I watch"*

Step 4: *"You find another to minister with and to mentor"*

Discuss the following questions with your partner:

- † What is the principle of biblical mentoring found in 2 Timothy 2:2?
- † Do you have a Barnabas in your life? Do you have an encourager? Do you have someone to believe in you, support you, and guide you?
- † Do you have a Paul in your life? Do you have a spiritual mentor? Do you have someone that serves as an example and a spiritual model?
- † Do you have a Timothy in your life? Do you have someone outside your family in whom you are investing yourself?

Mentoring
Between
Colleagues

WHAT IS A MENTOR?

A mentor plays many roles.

A Mentor, in the historical sense, is seen as someone who:

- ◆ Is a loyal friend, confidant and advisor
- ◆ Is a teacher, guide, coach and role model
- ◆ Is entrusted with the care and education of another
- ◆ Has knowledge and advanced or expert status and who is attracted to and nurtures a person of talent and ability
- ◆ Is willing to share what he or she knows in a non-competitive way
- ◆ Represents skill, knowledge, virtue and accomplishment

The most effective mentors:

- ◆ Welcome newcomers into the profession and take a personal interest in their career development and well-being
- ◆ Are willing to share their knowledge, materials, skill and experience
- ◆ Offer support and hope, challenge, exercise patience and demonstrate enthusiasm while they guide others to new levels of competence
- ◆ Point the way and represent tangible evidence of what one can become
- ◆ Expose the recipients of their mentoring to new ideas, perspectives and standards, and to the values and norms of the profession
- ◆ Are more experienced and knowledgeable, but view themselves as equal to those they mentor
- ◆ Are models of life-long learning

ESTABLISHING PRODUCTIVE MENTORING RELATIONSHIPS

Clarifying Expectations in Mentoring Relationships

Most professionals place a high value on taking the initiative to clarify their own expectations and to understand the expectations of others. This quality contributes to the establishment of strong and positive mentoring relationships.

What are examples of expectations that might be communicated during the exploratory stages (Stages 1 and 2) of a mentoring relationship?

- The frequency of contact, the availability and the accessibility of the mentor and mentee
- The amount and kind of support that are needed by the mentee or that can be provided by the mentor
- The various roles the mentor finds comfortable: listener, supporter, advisor, guide, counselor, role model, friend, nurturer or resource in the background. Many other roles might be identified.
- The range of roles the mentee will find natural: listener, observer, initiator of requests for help or guidance, need for nurture or autonomy, self-expectations as peer or co-equal. Many other roles might be communicated.

Can experienced professionals mentor to one another? Certainly they can and with great success. For example, highly skilled teachers called "cross-over" teachers who wish to teach in new content areas or take on administrative duties benefit from mentoring relationships. In cases where the mentors and the mentees see themselves as equal and share many common interests and values is the starting point for their relationship.

Once a person has decided to become a mentor, thoughts quite naturally turn toward questions about how to establish a productive mentoring relationship. "Will I choose the right person?" "How can I get off to a good start?" These and many other questions are typical first thoughts. In this section readers will find practical answers to such questions.

The Nature of Mentoring Relationships

Establishing a positive mentoring relationship is very much like establishing other valued human relationships in a number of respects. Both parties usually have a genuine desire to understand the values and expectations of the other person, and to respect and become sensitive to one another's feelings and needs.

At the same time, mentoring relationships differ in an important way from other personal relationships because they are professional in nature. Mentors are responsible for conveying and upholding the standards, norms, and values of the profession. They are responsible for offering support and challenge to the recipient of their mentoring while the recipient strives to fulfill the profession's expectations.

Healthy mentoring relationships are evolutionary rather than static in nature. They change because the purpose of the relationship is to enable the mentee to acquire new knowledge, skill, and standards of professional competence. The perceptions of both members of the relationship evolve as the mentee performance evolves to new levels of competence under the mentor's guidance and support. The person who once said, "No man steps into the same stream twice," could very well have been describing the changing nature of mentoring relationships.

Stages in the Development of Mentoring Relationships

One way to view the evolutionary nature of mentoring relationships is to think of them in terms of stages of development.

Stage 1: The mentor and mentee become acquainted and informally clarify their common interests, shared values and professional goals. Occasionally matchmakers who assign mentors to recipients can foresee "mentor marriages made in heaven," but more often mentors and mentees prefer to choose one another. Taking time to become acquainted with one another's interests, values and goals seems to help mentoring relationships gain a better start than when such activity is given a low priority.

Stage 2: The mentor and mentee communicate initial expectations and agree upon some common procedures and expectations as a starting point. In the very few cases where a majority of disparities are found to exist between the needs and expectations of the two individuals—and where neither party can accommodate to the other—the pair is able to part company on a friendly basis before the actual mentoring and inevitable frustration begins.

Stage 3: Gradually, needs are filled. Objectives are met. Professional growth takes place. New challenges are presented and achieved. This stage may last for months.

Stage 4: The mentor and mentee redefine their relationship as colleagues, peers, partners and/or friends.

WAYS OF MENTORING

Suggestions for Sharing Your Expertise on Student Assessment

- Listen to the mentee's concerns about evaluation and share ideas about the overall purposes of evaluation in the classroom and the school.
- Talk about the variety of ways (formal and informal, verbal and nonverbal) that one can evaluate student learning and attitudes in specific subjects or at specific grade levels.
- Share your own system for grading and record keeping, and describe other models that you know about.
- Collaborate on the development of tests that might be used in identical or similar classes.
- Offer to share a collection of tests or other evaluation measures you have developed.
- Offer to give feedback on the mentee's evaluation instruments and their results.
- Review the standardized test program used by the Central California Conference Office of Education, and talk about its role in relation to curriculum planning and evaluation of student learning in the classroom.
- Describe various strategies to handle the expected paperwork associated with students' assignments.
- Explore various approaches for sharing evaluation results with students, site administrators and parents.
- Discuss and compare various techniques for evaluation of one's own teaching effectiveness.
- Help the mentee to prepare for the review and evaluation of his or her first year of teaching.

Communicating Support and Challenge

The effectiveness of verbal and nonverbal communication is high on the list of important factors that contribute to the success of mentoring relationships—and of all professional and personal relationships. Mentors have a special responsibility for effective communication because they are a primary source of information, support and challenge to the recipients of their mentoring. Professional organizations and offices depend so much upon effective communication to accomplish their missions that they frequently provide training in communication skills for their staff members. Such training may focus on the enhancement of specific communication skills or a wide variety of them.

The essence of schools is communication: of knowledge, of skills, of values, of attitudes and of expectations. Thus, the quality of communication in schools affects all that happens in schools and the achievement of their goals and objectives. Everyone associated with schools, including students, teachers, administrators, parents, the school board, and the constituency, depend upon the clear expression of goals, objectives and points of view in order to engage in any cooperative activity.

WAYS OF MENTORING – SHARING EXPERTISE

When most people think of mentoring, they think of experts sharing technical knowledge with less experienced individuals in a profession. Certainly sharing one's expertise is a large part of mentoring, but so is the communication of support, challenge, feeling and many other kinds of information.

Every mentor has a specific body of professional knowledge and skill to share. To illustrate, in the teaching profession a part of this pedagogical knowledge is referred to as "content." The content or subject matter to be taught to students—for example, history or mathematics—must be transformed from the teachers' university level knowledge of the subject into a form that is appropriate for the readiness level of each particular group of students.

In other words, the subject matter must be repackaged to fit the students' maturational, developmental or grade level, and the range of previous experiences the students are likely to have had. Experienced teachers develop a sense of how well various groups of students will understand specific subject matter when the content is presented at different levels of complexity. They are able to "repackage" the content to fit different needs. Similarly, teachers use a variety of teaching methods, each adopted to achieve a specific outcome. Every profession has its own content or body of knowledge in the field and the variety of methods practiced when professionals utilize their knowledge in service to others.

Suggestions for Sharing Expertise on Planning

- Find out how you can be the most helpful in the area of planning.
- Team up during the orientation week before school begins and schedule regular times to meet for discussion and planning sessions.
- Discuss goals for the year or semester and objectives for units or lessons.
- Describe various classroom climates and environments you have observed or created and how these variations worked out.
- Review the North American Division of Seventh-day Adventist curriculum standards together and discuss how they can be woven into the curriculum.
- Share catalogs and websites for ordering instructional materials and equipment. Show how you organize your planning for the year, the semester, the week and the day.

- Share your ideas about planning for contingencies.
 - Talk about how and where to anticipate students' errors and misconceptions.
 - Describe the labor saving steps you use in planning that pay off later in reduced workload.
 - Talk about the patterns of students' physical, social and academic development in your classes; and demonstrate your understanding and valuing of differences among cultural, ethnic and linguistic groups of students in your school.
 - Describe alternative strategies that are successful for teaching in classrooms where students have diverse or conflicting needs.
 - Collaborate on a special unit of instruction and/or participate in a team teaching experience.
 - Share syllabi, units of study or lessons that have worked well for you.
 - Offer to share ideas of integrating technology into the curriculum.
-

AVOIDING THE RISKS OF MENTORING

Are there risks associated with mentoring? The answer is, "relatively few," if risks are thought of as the lack of predictability and personal control over events that could harm us in some way. Fortunately, the major risks associated with mentoring can be avoided or reduced through knowledge and planning.

Risk Awareness and Prevention

What are the risks and how can they be avoided or reduced? Four of the most commonly mentioned risks—or fears of risks—are identified below and illustrated by examples of comments often made by mentors and would-be mentors.

- **Mismatch Between Mentor and Mentee**

Mentors express this fear with statements like: "Our personal styles may clash. We may not be able to work together. I'm afraid I will overpower or threaten him. She has become too demanding and too dependent. Can he take honest, well-intentioned criticism?"

Knowledge/Action: Individuals who take time at the outset to become acquainted with one another's interests, shared values, professional goals and expectations greatly enhance the development of a strong foundation for a mentoring relationship. Such knowledge allows individuals to deal with major differences in expectations, to prevent unwelcome surprises later on, and to recognize those relatively rare instances where serious personal clashes are foreseeable and avoidable.

- **Threat to One's Professional Image**

This concern is expressed by statements like: "I may be misunderstood; he, she, or my colleagues may think I'm a know-it-all. If she fails to make the grade in spite of my mentoring, people may begin to wonder about my own competence. I could be responsible for his success or failure!"

Knowledge/Action: Individuals who are familiar with the multiple roles that mentors can play avoid perceptions of mentors and their mentees. This understanding can help to dispel misconceptions about the degree of responsibility a mentor has for success or failure of the mentoring process. It is always helpful to remember that many persons contribute to the development of any new or advancing professional. Wise mentors encourage such broadly based support and avoid over-identifying with the success or failure of their mentee.

- **Failure as a Mentor**

Mentors express this fear or concern with statements like: "I might get in over my head. I'm trying to help, but maybe I'm hindering her. What works for me may not work for anyone else. Should I let him make mistakes that can be avoided so that he can profit from them?"

Knowledge/Action: Knowledge of successful mentoring techniques contributes to the professional growth of both individuals in a mentoring relationship and thus decreases the likelihood of frustration, failure or fear of failure for either member.

The development of a mentoring plan can increase the sense of personal control that both members of the relationship have or may need. Such plans can identify in a systematic way the frequency and times of regular meetings or get-togethers and the topics or issues to be covered. A mentoring plan helps to remind everyone concerned that becoming a professional is a developmental process. And at the end of a year, both members can look back at the plan and recognize the mentee's growth.

- **Rivalry**

Fear of rivalry is evident in statements like: "He may be more talented than I am; can I handle professional jealousy? I have shared my best secrets and strategies with her and now she is surpassing me! How will his or her success affect my status, perquisites or income?"

Knowledge/Action: Rivalry can be destructive to any mentoring relationship. Knowledge of the evolutionary nature of mentoring relationships helps to prepare everyone for changes in a relationship. Occasionally a few mentoring relationships last for a professional lifetime; but more often mentoring relationships are of much shorter duration because of other changes in professional careers and organizations. When the mentor's guidance no longer seems to be needed and the emerging or advancing professional begins to demonstrate expert competence and knowledge, the wise mentor takes the lead in redefining the relationship. Such leadership generally leads to a mutually rewarding respect for one another, and the mentor can then take justifiable pride in his or her contribution to the professional development of another individual.

A CHECKLIST FOR MENTORS [HELP FROM SITE ADMINISTRATORS]

Getting your new teachers off on the right foot is an essential part of helping them and you succeed. There are many things that a new teacher or a teacher new to your building needs to know before school starts and during the first few weeks. Although this is not an exhaustive list, it should give you an idea of the things that you or a mentor should keep in mind.

- Obtained the new teacher's contact information and given him/her mine.
- Given him/her an informational packet on classroom management, unit and lesson planning, and assessments.
- Helped him/her create the most effective room setup.
- Talked with him/her about homework, late work, grading, and attendance policies.
- Provided him/her with copies of the NAD and conference standards.
- Made him/her aware of websites that support learning objectives.
- Provided him/her with sample syllabi and course objectives.
- Given him/her an example of a greeting letter to parents.
- Given him/her instructional supplies and explained how to obtain them in the future.
- Discussed the fire drill and crisis procedures with him/her.
- Emphasized the importance of creating three days of emergency lesson plans.
- Given him/her a copy of a failure/tardy/absence form letter.
- Spoken with him/her about the importance of being firm yet fair with students early in the year.
- Discussed his/her disciplinary plan with him/her.
- Stressed the importance of having an engaging lesson on the first day of school instead of simply going over rules and policies.
- Given him/her an example of a classroom survey so that he/she can get feedback from his/her students.
- Spoken with him/her about what to do and say and what not to do and say on Back-to-School Night and given him/her a parent information sheet for that evening.
- Reviewed a system for documenting situations concerning students.
- Discussed setting goals that we will review at the semester break.
- Set aside time during the first month of school and subsequent teacher work days to touch base with him/her.
- Modeled professional behavior through my interactions with colleagues, bell-to-bell instruction, valid assessments, timely return of assignments, and a positive yet honest, realistic attitude.
- Discussed what the first day of school should include.

–Adapted from “How to Survive as a Teacher Leader”, John G. Gabriel (2005 ASCD)

TOP TWELVE CONCERNS OF BEGINNING TEACHERS

1. Acquiring information about the school system.
2. Obtaining instructional resources and materials.
3. Planning, organizing, and managing instruction, as well as other professional responsibilities.
4. Assessing students and evaluating student progress.
5. Using effective teaching methods.
6. Dealing with individual students' needs, interests, abilities, and problems.
7. Adjusting to the teaching environment and role.
8. Receiving emotional support.
9. Managing the classroom.
10. Communicating with colleagues, including administrators, other teachers, pastors, parents, board members, and other stakeholders.
11. Motivating students.
12. Seeking out enthusiastic, positive people in the school.

Mentor / Mentee - Getting To Know Your Partner Questionnaire

Name _____ Mentor Mentee

Home Address _____ City _____ Zip _____

School _____ Assignment _____

School phone _____ Home phone _____

Cell phone _____ Email _____

Birthday _____ Spouse's Name _____ Children _____

I feel closest to God when _____

Favorite foods _____

Hobbies _____

Types of books I like to read _____

When did I know I wanted to be a teacher? _____

In my free time I like to _____

What successes have I experienced in my teacher preparation program? _____

For exercise I prefer to _____

My passion in life is _____

I like to go on vacation to _____

What books have been especially helpful in preparing to become a teacher? _____

I attended _____ elementary school.

I attended _____ secondary school.

I attended _____ college.

Getting to Know Your Partner Questionnaire, page 2

I wish I knew more about _____

My goals for my students this year are _____

My personal long-range goals are _____

My professional long-range goals are _____

My commitment to making this program of benefit to my partner is _____

MENTORING QUESTIONNAIRE FOR MENTOR TEACHERS

1. Define a mentor.
2. Describe your teaching style and your educational philosophy.
3. What were your experiences as a student teacher? As a first-year teacher?
4. What kind of teachers mentored you during your early years in the profession and how did they mentor you?
5. What do you expect beginning teachers to know as he/she comes into the profession?
6. What do you expect from yourself in terms of your mentoring a beginning teacher?
7. How do teachers in your school work with beginning teachers?

--Mentoring Across Boundaries (2003)

MENTORING QUESTIONNAIRE FOR BEGINNING TEACHERS

1. Define a mentor.
2. Describe your teaching style and your educational philosophy.
3. What do you expect from this teaching experience? Or, as a first-year teacher, what do you think you will need from a mentor?
4. What do you think you can offer your mentor teacher? Or, what do you need to do to be successful in this situation?
5. What do you expect from your Central California Conference Office of Education in terms of mentorship? From the principal of this school?
6. What do you think you should know as a beginning teacher moving into the profession?
7. What is your biggest fear about this first semester/year of teaching?
8. Other comments.

--Mentoring Across Boundaries (2003)

NEEDS ASSESSMENT QUESTIONNAIRE FOR MENTORS

(Submitted to the CCC Office of Education by email (kbullington@cccsda.org))

Name of Mentor Teacher _____

Date Submitted _____

Part A. Please choose the response for each item that most clearly indicates your level of need for assistance in the area described.

Possible responses:

- a. Little or no need for assistance in this area
- b. Some need for assistance in this area
- c. Moderate need for assistance in this area
- d. High need for assistance in this area
- e. Very high need for assistance in this area

1. _____ Learning more about what is expected of me as a mentor
2. _____ Diagnosing needs of my mentee
3. _____ Providing emotional and spiritual support for my mentee
4. _____ Taking inventory of our interpersonal skills
5. _____ Assisting my mentee with classroom management
6. _____ Helping my mentee develop a variety of effective teaching strategies
7. _____ Socializing my mentee into the school culture
8. _____ Helping my mentee maintain student discipline
9. _____ Helping my mentee design a long-range professional development plan
10. _____ Finding resources and materials for my mentee
11. _____ Team teaching with my mentee
12. _____ Managing my time and work
13. _____ Developing problem-solving strategies
14. _____ Helping my mentee motivate students
15. _____ Helping my mentee diagnose student needs
16. _____ Helping my mentee deal with individual differences among students
17. _____ Helping my mentee evaluate student progress
18. _____ Engaging in expert coaching of my mentee
19. _____ Communicating with my mentee via email and phone calls
20. _____ Other area(s) _____

Part B. Please respond to the following items.

List any professional needs you have that are not addressed by the preceding items.

What additional types of support should the conference provide you and other mentor teachers?

-- Adapted from *Beginning Teachers Succeed*, pages 52-54.

NEEDS ASSESSMENT QUESTIONNAIRE FOR MENTEE TEACHERS

(Submitted to the CCC Office of Education by email (kbullington@cccsda.org))

Name of Mentor Teacher _____

Date Submitted _____

Part A. Please choose the response for each item that most clearly indicates your level of need for assistance in the area described.

Possible responses:

- a. Little or no need for assistance in this area
- b. Some need for assistance in this area
- c. Moderate need for assistance in this area
- d. High need for assistance in this area
- e. Very high need for assistance in this area

1. _____ Finding out what is expected of me as a teacher
 2. _____ Communicating with the principal
 3. _____ Communicating with parents
 4. _____ Communicating with students
 5. _____ Planning home visits
 6. _____ Planning church visits
 7. _____ Organizing and managing my classroom
 8. _____ Maintaining student discipline
 9. _____ Obtaining instructional resources and materials
 10. _____ Planning for instruction
 11. _____ Managing my time and work
 12. _____ Diagnosing student needs
 13. _____ Evaluating student progress
 14. _____ Motivating students
 15. _____ Assisting students with special needs
 16. _____ Dealing with individual differences among students
 17. _____ Understanding the curriculum
 18. _____ Completing administrative paperwork
 19. _____ Using a variety of teaching methods
 20. _____ Facilitating group discussions
 21. _____ Grouping for effective instruction
 22. _____ Administering standardized achievement tests (ITBS/ITED)
 23. _____ Understanding the conference system's teacher evaluation process
 24. _____ Understanding my responsibilities as a teacher
 25. _____ Dealing with stress
 26. _____ Communicating with my mentor via email and phone calls
 27. _____ Team teaching with my mentor
 28. _____ Other area(s) _____
-

Part B. Please respond to the following items.

List any professional needs you have that are not addressed by the proceeding items.

What additional types of support should the conference provide you and other mentee teachers?

Communication

with

Fellow

Teachers

CONNECTING TEACHERS THROUGH QUESTIONING

Encouraging the teachers to ask questions, both procedural and theoretical, can be an important part of effective teaching. Convey your interest with comments like these:

- What do you consider the most effective teaching moment in your class today? Why? How did you achieve it? What signaled you that students were learning?
- I'm eager to hear any questions you might have. What would you like to ask?

Asking open-ended questions offers the teacher and you a way to identify and discuss issues that might not occur to you on your own. The following questions are useful in initiating mentoring discussions:

1. Describe a successful event that you experienced during the past week.
2. What do you see as your teaching strengths? What are the areas of growth you wish to consider?
3. How are you creating a warm, friendly learning environment in your classroom? How are you nurturing a learning community?
4. On a scale of 1 to 5, how would you rate this day? (week)? Why?
5. During what part of today did you feel that effective teaching and learning were going on in your classroom?
6. How do you know when students are learning?
7. What accomplishments as a teacher are you most proud of?
8. What is your greatest concern at this time?
9. Describe your classroom management? What issues are you facing? What are your strengths?

10. How do you communicate with your principal?
11. Have you made any changes in your teaching strategies recently? What new techniques have you tried?
12. What factors make some of your lessons flow better than others?
13. If you could get beyond the day-to-day planning, what areas would you like to work on?
14. What, how, and how often do you communicate with parents?
15. What successes have you experienced in working with parents? How could you improve your interaction with them?
16. Which aspects of teaching make you feel least comfortable?
17. Do you have any questions you would like to ask me?

Formulating and asking questions helps teachers develop critical thinking skills to analyze their own teaching.

-- Adapted from: Mentoring Teachers

SELF-MENTORING QUESTIONS

1. What good things have happened this week?
2. What caused those positive things to happen
3. What could have gone better?
4. What are the underlying causes to these problems?
5. What can I do in the future to prevent this situation?
6. What solutions have I tried?
7. What solutions do I plan to try next?
8. What are the pros and cons of each possible solution?
9. What is my next step?
10. How will I evaluate whether or not it is working?

--Mentoring Across Boundaries (2003)

SYSTEMATIC CHANGE
HOW AND WHAT STUDENTS LEARN – SPIRITUALLY
(Sample Assessment)

1. What are your specific plans to have every student accept Jesus as his/her personal Savior as affirmed through baptism?

2. What is your strategy to have every student know, live out, and share the basic truths of the Seventh-day Adventist Church?

3. What are your priorities and strategies to strengthen the spiritual climate on your campus?

4. How do you integrate faith and learning into the curriculum?

5. What support do you need to accomplish your goals?

ELEVEN WAYS TO BE A GREAT TEACHER

- ★ Empathize.
- ★ Create partnerships with students, families, administrators, pastors, other teachers, and community members.
- ★ Support others.
- ★ Embrace diversity.
- ★ Practice the long view.
- ★ Demonstrate competency and interest not only in your subject specialty but in others as well.
- ★ Go the distance.
- ★ Accept responsibility.
- ★ Reflect and contribute to others.
- ★ Admit mistakes and fix them as soon as possible.
- ★ Wait patiently, expectantly, and intensely for your work to have an effect.

-- Adapted from "Eleven Ways to Be a Great Teacher" by Donald C. Wesley-ASCD, Feb. 98

A ROAD MAP FOR COLLABORATIVE PLANNING

- ☆ Think about your year's "course." What are your big overreaching goals for your students?

- ☆ Explain your professional growth plan?

- ☆ What support mechanism will you need to meet your goals for the year?

- ☆ Now reflect upon the first, second, third, and fourth quarters of the school year. Did you meet your goals? And how?

- ☆ What instructional strategies are most appropriate for the objectives you've set for the first semester? Are they consistent with your year-end goals?

- ☆ How will you determine the outcome of each instructional strategy as it applies to each of your students?

- ☆ Given the overlap of goals in your mentor-mentee team, can you develop resources that can be used to impact the learning environment?

-- Adapted from "The Evolution of Peer Coaching" by Showers and Joyce

TOPICS OF CONVERSATION FOR MENTOR AND MENTEE TEACHERS

DATE	AREA	MENTOR	MENTEE
	Personal Spiritual Growth		
	Connecting school and church		
	Professional Growth Plan		
	First Day of School		
	Home & Church Visitations		
	Parents / Teacher Meeting		
	Excellence for Eternity – Goals for Adventist Education		
	Classroom Culture		
	Bulletin Boards		
	Learning Environment		
	Differentiated Classroom		
	Communication w/ Parents, Administrators, Teachers, Students, Staff, Pastors		
	Communication with other Stakeholders		
	Written Communication to Students and Parents		
	Open House		
	Homework		
	Grading and Assessment / Report Cards		
	Parent-Student-Teacher Conferences		
	School Evaluations and Accreditation		
	Teacher Evaluations (Supervision of Instruction)		
	School Programs		
	Field Trips		
	Fund-raising Programs		
	Holidays / Celebrations		
	Community Service Programs		
	Mission Trips		
	Integration of Technology		
	Online Calendar		
	CCC Curricular Enrichment Programs and local school curricular programs		
	Sponsorships		
	Friendship Games Sports Ministry		
	Spiritual climate and programing		
	Registers–K-10, Grades, Data Roll-up, School Information System		
	NAD Secondary Standards/Common Core & NAD Elementary Standards/Common Core		
	Secondary Curriculum Review Process for Grades 9-12		
	NAD REACH Manual		
	Curriculum Committee – local school level		
	ITBS/ ITED Tests - ACT - SAT / Cognitive Genesis		
	Professional Memberships/Conventions /Workshops /		
	Last Day of School		
	Closing the School Year		

COMMUNICATION THAT BRINGS RESULTS

Every mentor/mentee relationship is different. Each individual brings a rich diversity of strengths and qualities that are unique that will inevitably color the partnership; nevertheless, one element is vital to any successful mentor/recipient relationship and that element is communication. The means and the frequency of that communication may well vary, but the guidelines that will ensure its effectiveness are the same.

- Keep an open mind and positive attitude.
- Be an active listener.
- Be an empathetic listener.
- Encourage constant communication.
- Create the time to communicate on a regular basis.
- Allow your communication to be friendly and warm.
- Share your knowledge, experience, and expertise freely.
- Ask the necessary questions.
- Affirm, support, and validate one another.
- Facilitate and channel resource information.
- Reiterate the element of confidentiality when necessary.
- Be aware of signs of discouragement, fatigue, and burnout.
- Be optimistic about the successful outcomes of your communication.
- Explore various forms of communication and choose the most suitable form for your partnership.

We are encouraging mentor / mentee teams to engage in some form of communication at least once a week.

**MENTOR / MENTEE
COMMUNICATION ASSESSMENT FORM 2016-2017**

Separate assessment forms shall be completed by the mentor teacher as well as the mentee teacher and submitted to the Central California Conference Office of Education at kbullington@cccsda.org. Seven communication assessment forms are to be completed during the 2016-2017 school year. The following contains specific dates when the forms are due:

Name of Teacher: _____ Date: _____

Check one:

- | | | | |
|--------------------------|---------------------------------|--------------------------|-------------------------------|
| <input type="checkbox"/> | On or before September 16, 2016 | <input type="checkbox"/> | On or before January 20, 2017 |
| <input type="checkbox"/> | On or before November 11, 2016 | <input type="checkbox"/> | On or before March 17, 2017 |
| <input type="checkbox"/> | On or before December 9, 2016 | <input type="checkbox"/> | On or before April 21, 2017 |
| | | <input type="checkbox"/> | On or before May 19, 2017 |

1. List the forms of communication used (Email, Skype, Twitter, Facebook, Instagram, FaceTime, phone call). (NOTE: This should be done once per week)

2. How often do I communicate with my mentor and/or mentee?

3. Give one example of how you integrate faith and learning in the curriculum.

4. Which topics of conversation have you discussed with your mentor or mentee? (Please refer to page 39.)

5. Explain one topic discussed and the outcome of the information with your mentor and/or mentee.

6. What is the most important thing I learned from my mentor and/or mentee so far?

Communication

with

Other

Stakeholders

SIXTEEN VITAL HABITS THAT ARE NECESSARY FOR SUCCESS IN SCHOOL, WORK AND LIFE (Costa & Kallick, 2000, 2009)

The 16 Habits of Mind are as follows:

1. **Persisting:** *Stick to it!* Persevering in a task through to completion; remaining focused.
2. **Managing impulsivity:** *Take your time!* Thinking before acting; remaining calm, thoughtful, and deliberative.
3. **Listening with understanding and empathy:** *Understand others!* Devoting mental energy to another person's thoughts and ideas; holding in abeyance one's own thoughts in order to perceive another's point of view and emotions.
4. **Thinking flexibly:** *Look at it another way!* Being able to change perspectives, generate alternatives, consider options.
5. **Thinking about your thinking (metacognition):** *Know your knowing!* Being aware of one's own thoughts, strategies, feelings, and actions and their effects on others.
6. **Striving for accuracy and precision:** *Check it again!* A desire for exactness, fidelity, craftsmanship, and truthfulness.
7. **Questioning and problem posing:** *How do you know?* Having a questioning attitude; knowing what data are needed and developing questioning strategies to generate information.
8. **Applying past knowledge to novel situations:** *Use what you learn!* Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.
9. **Thinking and communicating with clarity and precision:** *Be clear!* Striving for accurate communication in both written and oral form; avoiding overgeneralizations, distortions, and deletions.
10. **Gathering data through all senses:** *Use your natural pathways!* Gathering data through all the sensory pathways—gustatory, olfactory, tactile, kinesthetic, auditory, and visual.
11. **Creating, imagining, and innovating:** *Try a different way!* Generating new and novel ideas, fluency, and originality.
12. **Responding with wonderment and awe:** *Have fun figuring it out!* Finding the world awesome and mysterious, and being intrigued with phenomena and beauty.
13. **Taking responsible risks:** *Venture out!* Being adventuresome; living on the edge of one's competence.

14. **Finding humor:** *Laugh a little!* Finding the whimsical, incongruous, and unexpected. Being able to laugh at oneself.
15. **Thinking interdependently:** *Work together!* Being able to work with and learn from others in reciprocal situations.
16. **Remaining open to continuous learning:** *Learn from experiences!* Having humility and pride when admitting we don't know; resisting complacency.

The Best Schools: Examples of Developmentally Appropriate Practices in School

Developed for both elementary and secondary levels (including middle school), these common principles lay out a framework for the kinds of elements that should be present in *all* schools, regardless of the specific programs or curricula used in any particular setting (Sizer, 1997b). They include the following:

- Helping students learn to use their minds well.
- Recognizing that less is more; focusing on depth over coverage.
- Having goals apply to all students.
- Personalizing teaching and learning.
- Practicing a student-as-worker, teacher-as-coach approach.
- Emphasizing demonstration of mastery.
- Communicating a tone of decency and trust.
- Expressing a commitment to the entire school.
- Dedicating resources to teaching and learning.
- Honoring and modeling democracy and equity.

SCHOOL FAMILY AND INTERPERSONAL RELATIONSHIPS

Essential Core Elements for Curriculum in the Central California Conference

Goal..... To continue to build an effective and caring classroom community.
Rationale..... To enhance student learning through critical thinking skills.
Players..... Teacher(s), students, parents, administration.

CONNECTING TEACHER(S) AND STUDENTS

Ways to connect . . .

- Dialogue
- Feedback
- Conferencing
- Specific learning experiences
- Strife and conflict

CONNECTING PARENTS

Ways to connect . . .

- Conferencing
- Feedback
- Assessment
- Involvement

CONNECTING TEACHERS

Ways to connect . . .

- Sharing
- Developing partnerships

CONNECTING TEACHERS AND ADMINISTRATORS

Ways to connect. . .

- Team player
- Information
- Advanced planner

PROFESSIONAL DEVELOPMENT PLAN

Action Plan . . .

- Professional Improvement Goal
- Objectives
- Mentor's responsibility
- Mentee's responsibility
- Principal's responsibility
- Central California Conference Office of Education responsibility

MEANINGFUL TEACHER-STUDENT INTERACTIONS

Glenn and Nelson (1989) warn us about the risk of reducing teacher-student interactions to a simple multiple-choice exam: Did you? Can you? Won't you? Aren't you? Why can't you ever? How come you never? How many times do I have to tell you? When initiating a conversation with a student, ask yourself:

- Am I asking or telling?
- Would I want someone to say this to me?
- Am I trying to see the student's point of view?

Connecting to students through meaningful dialogue requires time. You can greet them at the beginning of the class and ask: What's been the best part of your day so far? What was the best part of your weekend?

Another way to get feedback from the students is to get them to write responses to the following questions:

- How can I help you be more successful in the class?
- What do you like best and least about the class?
- What can I do to make the class more interesting for you?
- What is the one thing I would like to change in this class?

You can use these questions when conferencing with students on specific learning experiences:

- What did you learn from the experience?
- How might you change it if you were to do it again?
- What did you like best about your work?
- How did the assignment/activity affect you?
- What do you want to get better at?

When students request assistance during class, you can start a meaningful dialogue by giving these prompts:

- Tell me how you think you should solve it.
- Talk me through the part that you understand.
- I am interested in your answer. Help me to understand how you got it.
- What do you think is the easiest part of this assignment? The hardest?
- Is this tough? How can I help you?

How to communicate during strife:

When a student is having a difficult situation or a power struggle in class, a good response is to isolate them from the rest of the class and have a meaningful dialogue. Curvin and Mendler (1999) recommend starters such as:

- I can tell you are upset about this. Tell me what's going through your mind right now.
- Help me to understand what happened. I need to understand your side of the story.
- Thank you for trusting me enough to tell me how you feel. When did you start feeling this way?
- I can see you are angry about this. Help me to understand what caused the problem.
- Let's problem-solve together. What do you think we should do about this?
- Is there anything I can do to help you?
- I'd like to hear what you think happened? I wasn't there to see it.

It is important to take time to connect with students. The following contains some identified strategies:

- Creating one-to-one time with students
- Using appropriate self-disclosure
- Having high expectations with a belief in students' abilities
- Networking with family and friends
- Building a sense of community in the classroom
- Using rituals and traditions

-- Adapted from "Winning Strategies for Classroom Management",
Carol Cummings (2000 ASCD).

NOTES:

CLASS EVALUATION SURVEY

Just as teachers want to have a voice in how their school is run, students feel the same about their classes. Some teachers are afraid to seek student input and feedback because they fear relinquishing control, but holding class meetings with each period is one way to foster and build community. Giving students a voice can oftentimes improve motivation, morale and climate.

Administer a survey that students fill out anonymously a few times during the year to assess how they feel about their progress, the class, etc., then follow up with them by sharing and discussing the results. You might prefer using a Likert scale instead of short response questions, but either format will yield important information.

1. How has the pace of instruction been so far?
2. Can you list three essential items that you have learned?
3. What type of instruction has appealed to you the most (group work, independent work, class discussion, overheard instructions, PowerPoint presentations, etc.)? Why?
4. Have I been approachable and responsive to your needs? Why or why not?
5. Have I been available when you needed me?
6. Do you think you need extra help? If so, what kind? In which areas?
7. Are you happy with your present grade?
8. If not, what three things do you plan to do to improve it?
9. Do you have a favorite class session? A least favorite class session?
10. What do you enjoy most about class? Least about class?
11. How confident do you feel in your ability to succeed in this class?
12. Do you believe that your grades have been fair and lacking bias?

CLASS EVALUATION SURVEY, p. 2

13. Do you think that your study skills have improved this year? If so, in what areas? Where do you still need to improve?
14. What from the first semester/quarter are you most proud of?
15. What from the first semester/quarter are you least proud of?
16. What goals do you have for this new quarter/semester? What steps will you take to achieve them?
17. If you achieved your first semester goals, how did you do so?
18. What advice, suggestions, and words of wisdom would you give to future students taking this class?
19. What suggestions do you have to improve class?
20. General comments?

-- Adapted from "How to Survive as a Teacher Leader", John G. Gabriel (2005 ASCD).

CONNECTING THE CLASSROOM TO FUTURE SUCCESS FOR STUDENTS

Research indicates that instructional planning for effective teaching includes the following elements:

- Identify clear lesson and learning objectives while carefully linking activities to them is essential for effectiveness.

- Planning the instructional strategies to be employed in the classroom and the timing of these strategies.

- Recognizing the importance of linking instruction to real life.

- Using advanced organizers, graphic organizers, and outlines to plan for effective instructional delivery.

- Considering student attention spans and learning styles when designing lessons.

- Developing objectives, questions, and activities systematically that reflect higher-level and lower-level cognitive skills as appropriate for the content of the students.

-- Adapted from "Qualities of Effective Teaching", James Stronge 2002.

EXPECTING STUDENTS TO ACHIEVE

In several studies, teacher expectations have been shown to relate to student achievement, including the following findings and conclusions:

- High expectations are identified as a key component of student success.

- High expectations represent an overall orientation toward improvement and growth in the classroom, which has been demonstrated to be a defining characteristic of benchmark schools.

- Some studies have suggested that subtle communication of lower expectations for certain students from teachers can limit achievement, while clearly articulated high expectations can become a self-fulfilling prophecy.

- Effective teachers not only express and clarify expectations for student achievement, but also stress responsibility and accountability for striving to meet those expectations.

-- Adapted from "Qualities of Effective Teaching", James Stronge 2002.

CLASSROOM MANAGEMENT SKILLS

Research findings on the classroom management skills of effective teachers consistently outline the following elements:

- Consistent, proactive discipline is the crux of effective classroom management.
- Effective teachers establish routines for all daily tasks and needs.
- Effective classroom managers orchestrate smooth transitions and continuity of momentum throughout the day.
- Effective teachers and classroom managers strike a balance between variety and challenge in student activities.
- Effective classroom managers can multi-task.
- Effective educators have a heightened awareness of all actions and activities in the classroom.
- Classroom management skills include the use of space and proximity or movement around the classroom for nearness to trouble spots and to encourage attention.
- Anticipation of potential problems by effective teachers is a means to limit disruption.
- Effective classroom teachers resolve minor inattention and disruption before they become major disruptions.
- Effective classroom managers are able to increase student engagement in learning and make good use of every instructional moment.
- Effective teachers seem to have eyes in the backs of their heads.

-- Adapted from "Qualities of Effective Teachers", James Stronge, 2002.

APPLYING ELEMENTS OF ORGANIZATION

Research on effective teacher's ability to efficiently manage student discipline consistently indicates the following:

- The effective teacher minimizes discipline time and accentuates instructional time.
- The time a teacher spends on disciplining students inversely affects student achievement outcomes.
- The effective teacher interprets and responds to inappropriate behaviors promptly.
- The effective teacher maintains clear rules and procedures, and establishes credibility with students through fair and consistent implementation of discipline.
- The effective teacher reinforces and reiterates the expectations for positive behavior.
- The effective teacher teaches, models, and practices classroom procedures right from the first day of school.

-- Adapted from "Qualities of Effective Teachers", James Stronge, 2002.

THE WELL-MANAGED CLASSROOM

Continuing the Year as an Effective Teacher

Procedures and routines facilitate classroom management. A procedure is not a discipline plan, nor is it a threat or an order. Rather, a procedure is a method or process for accomplishing things in the classroom—for example, what to do when entering the classroom, how to function in a lab group, or what to do when you have a question. A series of procedures and routines creates a structure for the classroom. When students know how the classroom operates, the class suffers fewer interruptions. A class with few interruptions is a class that advances learning.

Classroom Management All Year Long

- Organize a well-managed classroom in which students can learn in a task-oriented environment.
- Start the class by giving an assignment, not by taking roll. There is no need to involve the class in the roll-taking process.
- Post your assignments in the same place every day if you want your students to do them.
- Make sure that your grade record book shows the results and progress of each student at all times.
- Remember that a smooth-running class depends on your ability to teach procedures.
- Present your rules clearly, and provide reasonable explanations of the need for them. Write the rules down, and permanently post them in the classroom. Give them to students on paper or have the students copy them into their notebook.
- Keep in mind that rules are most effective when there are consequences to face if students break them and rewards if students follow them. When you see a violation of one of the rules, immediately and quietly give out the penalty as you continue with the lesson or classwork.

--Harry K. Wong Publications, Inc.

SOME EXPECTATIONS FOR NEW TEACHERS

The candidate:

1. Designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
2. Selects approaches that provide opportunities for different performance modes.
3. Accesses appropriate services or resources to meet exceptional learning needs when needed.
4. Adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
5. Uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
6. Creates a learning community that respects individual differences.
7. Assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

--Leading and Managing a Differentiated Classroom, ASCD (2010)

Critical Elements in a Differentiated Classroom and Their Implications

Goal/Element In a Flexible Classroom	Implications For the Teacher	Implications For Students
Students need to	The teacher	Students
Work in small groups with classmates.	<ul style="list-style-type: none"> • Will ensure that all groups have assignments that work for the group so everyone can learn what they need to learn. • Will ensure that each group has clear directions • Will ensure that students know how to work together effectively. • Will provide directions for moving furniture to allow for a variety of groupings. 	<ul style="list-style-type: none"> • Will focus on what their group should do rather than pay attention to what others are doing. • Will ensure that they understand the directions given to their group and follow them. • Will contribute to the effectiveness of their group and ask for help when there is a problem the group can't solve. • Will monitor their conversations so noise doesn't detract from learning. • Will move furniture smoothly so groups have appropriate spaces to work.
Work with the teacher individually or in small groups.	<ul style="list-style-type: none"> • Will know what each student requires in order to learn at a given time so the groups support learning. • Will ensure that student directions are clear and that students have ways to get help when he or she is busy with a small group or individual. • Will keep track of student needs, work, and growth and help students do the same for themselves. 	<ul style="list-style-type: none"> • Will be able to start and stop individual and small-group work efficiently to meet with the teacher when necessary. • Will not interrupt the teacher when he or she is working with individuals or groups. • Will know how to get help when the teacher is busy with groups or individuals. • Will keep track of one's own learning goals and work.
Spend different amounts of time on a task in order to learn well.	<ul style="list-style-type: none"> • Will provide a place for students to turn in completed work and get it checked if necessary. • Will provide options for important student work when a task is finished (i.e., anchor activities). 	<ul style="list-style-type: none"> • Will follow directions about turning in work or getting it checked when it's finished. • Will work with anchor activities smoothly and effectively when an assignment is completed.
Work with different materials in order to learn well.	<ul style="list-style-type: none"> • Will provide a variety of materials that work for students' different entry points, including reading needs, interests, and formats. • Will help develop a way to make sure students know which materials to use at a particular time and where materials will be stored. 	<ul style="list-style-type: none"> • Will help make sure materials are cared for and returned to the place they belong after an activity is completed. • Will help the teacher know which materials for kinds of materials) work best for them as individuals.

STRATEGIES FOR BUILDING A CLASSROOM COMMUNITY

Strategy	Explanation
Purposeful Talk	<p>Teachers in many elementary classrooms use morning meetings to provide time for students to greet one another, set a tone, plan ahead, reflect, and model behaviors. These meetings allow teachers to spotlight things that matter to individuals and to the group. They also allow students to hear and respond to one another, thus defining what matters most in the classroom and what will come to define the community.</p> <p>Teachers in middle and high school classrooms make similar use of way brief segments of time at the beginning or end of class to share anecdotes, reflect on what recently transpired in class, plan for what's ahead, and be reminded of the ideas they are working to implement in their classroom.</p>
Keeper of the Book	<p>Students take turns keeping notes (in a notebook or on the computer) to log what is taking place during a particular class, directions for projects, and assignment deadlines. If a student is absent or just uncertain about the reason for a task, task requirements, or criteria for success, the logbook will provide support and guidance. Students support one another's success in this way and also learn to take pride in the quality of their entries when it's their turn to be "keeper of the book".</p>
Integrating New Students	<p>Current students in a class make plans to welcome and integrate new students—they decide what is necessary to make sure new students feel welcomed and are ready to join the class in the work they are doing. Students accept various roles in this process, and the class debriefs throughout the year to continue to enhance their plans.</p>
Welcoming Guests to the Classroom	<p>Students play an active role when parents, other teachers, administrators, or community members come to their classroom. Depending on the nature of the guest and visit, students make sure guests are welcomed, have a place to sit, have copies of student assignments, observe or participate in student conversations, and receive explanations about the nature of the classroom community. Students can play different roles in the process, and roles can change over time. In a differentiated classroom, students should quickly be able to explain and illustrate the classroom philosophy and practice for guests.</p>
Working on a Sustained and Meaningful Product	<p>Students in elementary school can build a model of their community throughout the year, or they can establish communication or raise funds for other students of their age in a part of the world they are studying.</p> <p>Middle school students can study the developmental needs of young children while they examine award-winning children's books as a way to understand the elements of literature. Ultimately, they can write and illustrate a library of books for primary students in a feeder school, read their books to those students, and lead discussions on the books.</p> <p>High school students can develop and publish a science magazine for elementary or middle school students that relate important science concepts to the personal interests of those students.</p>
Model What Matters	<p>It's essential for all teachers to model classroom behaviors they want their students to exhibit. This means listening respectfully to each student's ideas and questions, demonstrating positive regard for student differences, complimenting legitimate student accomplishments, and politely but firmly rejecting behaviors that undermine the efforts of anyone in the group. Students should also see their teachers use these principles as they work with colleagues and associates in the school.</p>

--Leading and Managing a Differentiated Classroom, ASCD (2010)

School Spiritual Plan

School Year: _____

School: _____

Spiritual Plan Mission Statement:

Action Plans:

Knowledge:

What is the spiritual/soul winning objective for the class?

How does the curriculum give each student an opportunity to achieve those goals?

What are the opportunities in the curriculum for students to share or demonstrate their faith?

What are the opportunities for students to show tangible results in their growing understanding and walk with God?

How will our spiritual environment of the class train and give students the opportunity to take part in their local churches?

Which parts of the Bible do you want your students to commit to memory and how is that going to plug in with your master plan?

What opportunities are you going to give your students to teach or share what they learn?

Spiritual Leadership:

What are the opportunities outside of class on my campus that give the students a chance to attend and participate in spiritual activities?

Are these activities an opportunity for them to sit and listen to an adult teach, or are they opportunities for students to lead or be trained for leadership? (Chapel Services, Weeks of Spiritual Emphasis, Student Week of Prayer, Evangelism, worship groups)

Service Opportunities:

What are the spiritual opportunities in service going to look like this year?

How is our school going to reach out to the community on a regular basis?

What opportunities are you going to give your students to experience sharing Jesus' love with another culture?

How are you planning to let your community know about the events (media exposure?)

Spiritual Planning Opportunities:

What opportunities do you plan to give your students to plan for the spiritual growth of the students and staff on your campus and how will it be organized? (Bible Conferences, Chaplain’s Council, weekend retreats, . . .)

Spiritual Commitment Through Baptism:

Are you giving the students on your campus an opportunity to prepare for baptism?

Do you have dates set in your calendar for planned baptisms? Yes or No _

If not, why not? _____

Teacher Participation and Accountability:

Have you given the teachers on your staff an opportunity to share their testimony with your students?

Do the teachers on your staff have a regular opportunity to worship together and pray together for the students and staff on your campus?

Does your principal measure spiritual integration into taught curriculum when he evaluates his teachers?

Does your school have stated spiritual expectations from your teaching staff?

Weekend Plans:

What is the purpose of spiritual programs and activities? What do you want to accomplish by it?

What is the spiritual purpose of your Sabbath school program? What do you want to accomplish by it?

Are your church services planned with your student body in mind as the first mission of the church? If not, why not?

How are your students given opportunities to express their faith and use their gifts in your local church?

What Sabbath afternoon programs do you have for your students? What is their purpose?

Commitment to Church:

What plans do you have to teach the value of church attendance?

What plans do you have to teach students how to participate in their local churches?

How are you planning to train your students to participate in church government, church giving and the overall mission of the church?

How do you plan to incorporate key elements of church history into the mission of the church today in a relevant way for your students?

Special Mileposts:

What are the special milepost events that you are planning this year to give your students?

TIPS FOR A MORE MEANINGFUL PARENT-TEACHER-STUDENT CONFERENCE

As you know, a parent-teacher (student) conference is one of the most important relationship building activities during the school year. Formal conferences give parents or care givers and teachers the chance to talk over the student's achievements, interests, study-habits, attitudes towards different subjects, potential for improvement, and many other topics.

Stage 1: Before the Conference - Preparing the Lesson

Before the conference prepare a lesson plan just as you would for working with an at-risk student. Identify the major topics for discussion, including the general overview of the student's performance and conduct, information on curriculum, parent-teacher handbook, and other important topics. Collect samples of the student's work that you will present during the conference, and prepare the setting. An informal setting with the chairs side by side at the table usually puts people at ease. Make a list of questions and concerns you want to address, and organize any newsletter or announcements prepared for all families at this time. You'll feel more comfortable and get better results from the conference if the planning is complete.

Skills: Planning the session; arranging an informal setting.

Stage 2: Forecasting Parental Concerns

Also, before the conference pretend what the family's concerns may be. Consider what the student has conveyed about home and the family to you and you to the family. Look for clues about the parent's values, interests, concerns, and so forth. Put yourself in their shoes. Recognize that the parent may be shy, arrogant, anxious, apathetic, or in between. Prepare to maintain a calm, reassuring demeanor when the parent arrives.

Skills: Empathizing with another person; reserving judgment; interpreting nonverbal clues and hidden meanings; inferring values from limited evidence; predicting attitude from experience.

Stage 3: The Welcome - Playing Host or Hostess

Now pretend that you are the host or hostess at a social event. Smile. Try to put the parent at ease. Set the stage for a friendly exchange and an ongoing relationship. And check your earlier forecast: compare the information that you have about him or her. Be open-minded about the new information you are likely to learn.

Skills: Empathizing; smiling warmly and sincerely; arranging conference for easy communications; checking assessments; making sure that your room is neat and in order.

Stage 4: Getting Started - Calling the Meeting to Order

Quickly you become the chairperson of the meeting. It is up to you to get the conference off to a good start with some kind of an opening remark. It should be a statement, general or specific, a question, conference time frame, and opening prayer. It is important to inquire about the concerns of the parent. Be sure to incorporate them into your "lesson plan" by jotting them down so that the parent can see that you are taking them seriously.

Skills: Showing and Telling - Teaching the Lesson

Stage 5: Develop a Partnership - Teacher, Parent, Student

Now you're back in the role of the teacher. You may share, converse, commiserate, explain, listen, and so on - but the key word is to *describe*. You are trying to convey to the parent and the student what the student's work is like. Show the sample of the student's work. Tell about the student's study habits, comments, looks, actions, words, likes and dislikes. Use simple language - descriptive language without jargon and without being negative. You may need to make comparisons about subjects or tasks. Be descriptive, not judgmental. Convey the impression that you can succeed in this situation with their help.

Skills: Using descriptive language; avoiding label, evaluative terms, and absolutes.

Stage 6: Getting It Right - Leading the Discussion

Take time to be a discussion leader. You may find it natural to clarify and confirm various points all along; but if you don't, take the time at this stage. Find out what the parent or care giver thinks about the student's work and attitudes. Ask for clarification on anything that is unclear, or restate a concern in your own words. Determine areas in which the parent has similar perceptions and areas you do not. Allow the parent to share short stories about the home and student. You have presented the evidence of the student's performance, behavior, and attitudes, and you have some level of agreement with the parent - where do we go from here?

Skills: Paraphrasing; active listening; summarizing; asking questions for clarification; recognizing differences and likenesses.

Stage 7: Setting Goals - Looking to the Future

Now you're the teacher again. Review the point of agreement, and state the conclusions and recommendations. You may outline options and discuss possible outcomes and examples. As you state or restate your recommendations, try to arrive at an agreement for your role, the parent's role, and the student's role in carrying out the recommendations. You, the parent and student should leave the conference with common understanding about the recommendation. These should be represented in goals for improvement that all of you support. Writing them down, or you can develop formal contracts, if that is necessary. Then set the first checkpoint in getting back together to see if the strategies are having the desired results. If they aren't working, adjust them or alter them, and set another checkpoint. The purpose of checkpoints is to assure the parent that you are serious about improvement efforts and willing to try other approaches to ensure success for the student.

Skills: Diagnosing student characteristics; prescribing strategies for improvement (if needed); maintaining communication with the parent and student.

Stage 8: Concluding the Conference - Keeping the Relationship Warm and Friendly

You're back to the host and hostess role. It is time for warm thanks, a handshake, more smiles, and closing prayer. Stand up, to indicate the end of the conference, especially if you have another conference scheduled immediately. Briefly repeat the date of the first checkpoint and express your sincere desire to make school a successful experience for the student and the family.

Skills: Staying on Schedule

-- Adapted from "Communicating with the Public" A Guide for School Leaders, Anne Meek

Team

Teaching

Experience

TIPS FOR SUCCESSFUL TEAM TEACHING

Team Teacher Checklist:

Discussing and then making decisions about the following issues before beginning to teach together will make the teaching experience positive and foster a stronger network in communicating productive student learning.

Classroom Space, Materials, and Time

- ◆ Which materials, books, and supplies will be used?
- ◆ How long will the class meet?
- ◆ How can we set aside time of joint planning per week?
- ◆ Which content should we teach?
- ◆ Which content should be taught jointly?

Needs/Values/Philosophy

- ◆ Establish goals and desired outcomes.
- ◆ Assess personality strengths/weaknesses.
- ◆ State my own learning style.
- ◆ Assess my teaching strategies.
- ◆ Share things I like about my teaching I'd like to be better at.
- ◆ Talk about the social interaction between us.
- ◆ Discuss things that we have in common.
- ◆ Discuss things that make us different.
- ◆ Evaluate the spiritual climate of the classroom.
- ◆ Decide, based on expertise, who teaches what and which strategies will be used.
- ◆ Interactions with students?

-- Adapted from Innovative Teaching Concepts "Team Teaching"

TIPS FOR SUCCESSFUL TEAM TEACHING

- ◆ Communicate
- ◆ Plan in advance
- ◆ Construct lesson plans jointly
- ◆ Consider scheduling
- ◆ Advise your students of this exciting event
- ◆ Establish goals and desired outcomes
- ◆ Choose an area of mutual comfort and interest
- ◆ Choose teaching strategies considering individual strengths and weaknesses
- ◆ Respect each other's differences
- ◆ Be flexible
- ◆ Have fun -- enjoy and learn from each other

Subject: Mentor Teachers Visit Mentee Teachers

Dear Principals, Mentee Teachers and Mentor Teachers:

The first mentor and mentee team teaching visit is **Thursday, October 6, 2016**. This visit has been designated for the mentors to be on the campuses of their respective mentees. Any deviation from this time frame must be cleared with the Central California Conference Office of Education at least 14 days prior to the actual visit. The Office of Education will cover the cost of the substitute teacher and mileage according to conference policy.

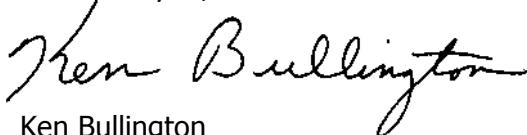
Principals. This on-site visit will provide another opportunity for mentors and mentees to spend time talking, debriefing, and teaching a lesson together. It is my hope that you will afford them an opportunity to network throughout the day. Release time invested in this activity is well worth the effort. Ask your teacher about the team teaching lesson and offer support.

Mentor/Mentee. The purpose of this visit is not only to continue to solidify the rapport you have established with each other but also to get better acquainted with the work environment and class load/size, etc., of your partner. It is important to agree on the specific areas of interest to be covered during the visit.

I recommend that you arrive on campus early enough to check in with the site principal ahead of time. Let me remind you that this visit will include the team teaching component. **After the visit, make sure to complete the Mentor/Mentee Team Teaching Assessment Form and submit it to the Office of Education immediately.** Team Teaching is part of an equal partnership where both parties share the load and where success is largely dependent on advance planning. Spending quality time with each other will only serve to enhance your relationship.

Many thanks for your teaching ministry and in building each other up.

God bless you,



Ken Bullington
Associate Superintendent

Subject: Mentee Teachers Visit Mentor Teachers

Dear Principals, Mentee Teachers and Mentor Teachers:

The next mentor and mentee team teaching visit is **Thursday, February 2, 2017**. This date has been designated for the mentees to be on the campuses of their respective mentors. Any deviation from this time frame must be cleared with the Central California Conference Office of Education at least 14 days prior to the actual visit. The Office of Education will cover the cost of the substitute teacher and mileage according to conference policy.

Principals. This on-site visit will again provide an opportunity for mentors and mentees to spend time talking, debriefing, and teaching a lesson together. It is my hope that you will afford them an opportunity to network throughout the day. Release time invested in this activity is well worth the effort. Also, it would be helpful to validate their work by reviewing the team teaching lesson prior to the visit.

Mentor/Mentee. The purpose of this visit is not only to continue to solidify the rapport you have established with each other but also to work on areas of importance and need in fostering a productive learning environment. It is important to agree on specific areas of need to be covered during the visit.

I recommend that you arrive on campus early enough to check in with the site principal ahead of time. Let me remind you that this visit will include the team teaching component. **After the visit, make sure to complete the Mentor/Mentee Team Teaching Assessment Form and submit it to the Office of Education immediately.** Team Teaching is part of an equal partnership where both parties share the load and where success is largely dependent on advance planning. Spending quality time with each other will only serve to enhance your relationship.

Many thanks for your teaching ministry and in building each other up.

God bless you,



Ken Bullington
Vice President for Education

**MENTOR / MENTEE TEAM TEACHING EXPERIENCE
ASSESSMENT FORM**

Submit 1 Form for the Mentor and Mentee Team

Team Teaching Visit Dates: October 6, 2016 and February 2, 2017

Mentor Teacher: _____ Mentee Teacher: _____

School Site: _____ Date of visit: _____

Subject/Lesson taught: _____

Approximate time spent on pre-planning: _____ Actual time spent on teaching: _____

Number of students in the class: _____ Time of day: _____

Materials used: _____

Student objectives: _____

Teaching strategies: _____

Mentor's participation: _____

Mentee's participation: _____

Students' participation: _____

Mentor/Mentee Team Teaching Experience Assessment Form, page 2

Formal/Informal Student Assessment: _____

Time spent debriefing: _____

What was the most positive aspect of the team-teaching experience? _____

What was the most frustrating aspect of the team-teaching experience? _____

Comments: _____

Name of Mentor Teacher

Name of Mentee Teacher

Team Teaching Date: _____

***The Assessment Form must be returned to the Central California Conference Office of Education no later than one week after the team teaching experience.**

GOALS FOR CURRICULUM
in the Central California Conference Seventh-day Adventist Schools
EXCELLENCE FOR ETERNITY

	Each Student Will:
(1) ACCEPTANCE OF GOD	Surrender one's whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one's life.
(2) COMMITMENT TO THE CHURCH	Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.
(3) INTERPERSONAL RELATIONSHIPS	Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.
(4) RESPONSIBLE CITIZENSHIP	Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others, and accept responsibility for local, national, and global environments.
(5) HEALTHY BALANCED LIVING	Accept personal responsibility for achieving and maintaining optimum physical, mental and spiritual health.
(6) INTELLECTUAL DEVELOPMENT	Adapt a systematic, logical, and biblically based approach to decision-making and problem-solving when applied to a developing body of knowledge.
(7) COMMUNICATION SKILLS	Recognize the importance of effective communication and develop the requisite skills.
(8) PERSONAL MANAGEMENT	Function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.
(9) AESTHETIC APPRECIATION	Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.
(10) CAREER AND SERVICE	Develop a Christian work ethic with an appreciation for the dignity of service

For
Your
Information

HANDBOOK FOR PARENTS AND STUDENTS

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Student Viewpoint

2016-2017 END-OF-YEAR ASSESSMENT SURVEY

(To be completed by the Mentor Teacher)

Name of Mentor Teacher _____

The following assessment survey needs to be completed by the mentor teacher and emailed to kbullington@cccsda.org on or before June 9, 2017.

1. What has been the most common form of communication used? (Email, Skype, Facebook, Twitter, Instagram, FaceTime, phone calls, etc.)
2. How often did I communicate with my mentee? (Weekly, biweekly, etc.)
3. In general, has my communication with the mentee teacher been effective?
4. What overall views do I have concerning the mentor teacher program effectiveness and training?
5. Give at least one example of a positive mentor-mentee partnership outcome?
6. What has been the greatest challenge of the mentor-mentee partnership?
7. What kind of support did my administrator and the mentee's administrator provide in the mentor-mentee partnership? Did I lead out in school based curriculum committee meetings and/or give reports?

Mentor Teacher Year End Assessment Report, page 2

8. What resources or additional training should be provided to better support mentor teachers in working with the mentee teachers?

9. How can the CCC Office of Education staff provide better support to the mentor-mentee partnership?

10. Do I want to participate in the mentor teacher program for the 2016-2017 school year?
If yes, please provide an email address and a summer telephone number.

2016-2017 END-OF-YEAR ASSESSMENT SURVEY

(To be completed by the Mentee Teacher)

Name of Mentee Teacher _____

The following assessment survey needs to be completed by the mentee teacher and emailed to kbullington@cccsda.org on or before June 9, 2017.

1. What has been the most common form of communication used? (Email, Skype, Facebook, Twitter, phone, snail mail, fax)
2. How often did I communicate with my mentor? (Weekly, biweekly, etc.)
3. In general, has my communication with the mentor teacher been effective?
4. What overall views do I have concerning the mentor teacher program effectiveness in supporting new teachers?
5. Give at least one example of a positive mentor-mentee partnership outcome?
6. What has been the greatest challenge of the mentor-mentee partnership?
7. What kind of support did my administrator and the mentor's administrator provide in the mentor-mentee partnership?
8. What resources or additional help should be provided to better support the mentor/mentee teachers in the future?
9. Did I take advantage of the help and support of my mentor? If no, why not?



**Central California Conference
Mentor Teacher Project
PROFESSIONAL GROWTH CREDIT**

Participant	Professional Activity	Clock Hours
Mentors Mentees	Mentor and Mentee Teachers Partnership Meeting at the Central California Conference September 6, 2016	6
Mentors Only	Mentor Teacher Curriculum Committee at the Central California Conference Secondary – September 29, 2016 Elementary – October 18, 2016	5
Mentors Mentees	Mentor Teachers Visit Mentee Teachers October 6, 2016	10
Mentors Mentees	Mentee Teachers Visit Mentor Teachers February 2, 2017	10
Mentors Mentees	Mentor/Mentee Communication Assessment Form <ul style="list-style-type: none"> ➤ September 16, 2016 ➤ November 11, 2016 ➤ December 9, 2016 ➤ January 20, 2017 ➤ March 17, 2017 ➤ April 21, 2017 ➤ May 19, 2017 	7
Mentors Mentees	Mentor/Mentee Team Teaching Experience Assessment Form <ul style="list-style-type: none"> ➤ October 6, 2016 ➤ February 2, 2017 	5, 5
Mentors Mentees	Handbook for Parents and Students <ul style="list-style-type: none"> ➤ September 16, 2016 	6
Mentors Mentees	End of School Year Assessment Survey <ul style="list-style-type: none"> ➤ June 9, 2017 	1
Total Professional Growth Credit Hours		
Mentee Teachers		50
Veteran Mentor Teachers		55

ONLINE WEB RESOURCES

Central California Conference Office of Education	http://cccedu.adventistfaith.org/
Pacific Union Conference Office of Education	http://paucedu.adventistfaith.org/
North American Division Office of Education	www.nadeducation.org
North American Division Teachers Toolbox	www.nadeducation.org/educator_toolbox/
CIRCLE (Andrews University School of Education)	www.circle.adventist.org
Association for Supervision and Curriculum Development	www.ascd.org
Get Connected—Adventist Education:	www.facebook.com/AdventistEducation (Facebook)
	#journeytoexcellence (Twitter)
	www.vimeo.com/NADAdventist (Vimeo)
	www.flickr.com/NADAdventist (Flickr)
Ron Clark Academy	www.ronclarkacademy.com
Harry K. Wong Publications, Inc.	www.effectiveteaching.com
Pinterest	www.pinterest.com

THE TEACHER AND THE WORK

"The Lord God hath given me the tongue of the learned, that I should know how to speak a word in season to him that is weary."

Some of the Christian Teacher's Needs

To the teacher is committed a most important work—a work upon which he should not enter without careful and thorough preparation. He should feel the sacredness of his calling and give himself to it with zeal and devotion. The more of true knowledge a teacher has, the better will be his work. The schoolroom is no place for surface work. No teacher who is satisfied with superficial knowledge will attain a high degree of efficiency.

But it is not enough that the teacher possess natural ability and intellectual culture. These are indispensable, but without a spiritual fitness for the work he is not prepared to engage in it. He should see in every pupil the handiwork of God—a candidate for immortal honors. He should seek so to educate, train, and discipline the youth that each may reach the high standard of excellence to which God calls him.

The purpose of education is to glorify God; to enable men and women to answer the prayer, "Thy kingdom come. Thy will be done in earth, as it is in heaven." Matthew 6:10. God invites teachers to be His helping hand in carrying out this purpose. He asks them to bring into their work the principles of heaven, the A B C of true education. The teacher who has not yet learned these principles should begin now to study them. And as he learns, he will develop a fitness to teach others.

A Personal Knowledge of Christ

Every Christian teacher should have an intelligent understanding of what Christ is to him individually. He should know how to make the Lord his strength and efficiency, how to commit the keeping of his soul to God as unto a faithful Creator. From Christ proceeds all the knowledge essential to enable teachers to be workers together with God—knowledge which opens to them the widest fields of usefulness.

Many do not appreciate this knowledge, but in obtaining an education they seek for that which will be regarded by their fellow men as wonderful knowledge. Teachers, let your boasting be in God, not in science, not in foreign languages or in anything else that is merely human. Let it be your highest ambition to practice Christianity in your lives.

"Then shall we know, if we follow on to know the Lord: His going forth is prepared as the morning." Hosea 6:3. As the light of the sun shines with increasing power from morning till noonday, so, as you advance in the opening light of God's word, you will receive more light.

Those who accept the responsibility that rests upon all teachers should be constantly advancing. They should not be content to dwell on the lowlands of Christian experience, but should be ever climbing higher. With the word of the Lord in their hands, and the love of souls pointing them to constant diligence, they should advance step by step in efficiency.

The Teacher's Need of Prayer

Every teacher should daily receive instruction from Christ and should labor constantly under His guidance. It is impossible for him rightly to understand or to perform his work unless he is much with God in prayer. Only by divine aid, combined with earnest, self-denying effort, can he hope to do his work wisely and well.

Unless the teacher realizes the need of prayer and humbles his heart before God, he will lose the very essence of education. He should know how to pray and what language to use in prayer. "I am the vine," Jesus said, "ye are the branches: he that abideth in Me, and I in him, the same bringeth forth much fruit: for without Me ye can do nothing." John 15:5. The teacher should let the fruit of faith be manifest in his prayers. He should learn how to come to the Lord and plead with Him until he receives the assurance that his petitions are heard.

Dealing With Students as Individuals

The teacher should carefully study the disposition and character of his pupils, that he may adapt his teaching to their peculiar needs. He has a garden to tend, in which are plants differing widely in nature, form, and development. A few may appear beautiful and symmetrical, but many have become dwarfed and misshapen by neglect. Those to whom was committed the care of these plants left them to the mercy of circumstances, and now the difficulties of correct cultivation are increased tenfold.

Harmonious Development

No one branch of study should receive special attention to the neglect of others equally important. Some teachers devote much time to a favorite branch, drilling students upon every point, and praising them for their progress, while in other essential studies these students may be deficient. Such instructors are doing their pupils a great wrong. They are depriving them of that harmonious development of the mental powers which they should have, as well as of knowledge which they sorely need.

In these matters, teachers are too often controlled by ambitious and selfish motives. While they labor with no higher object, they cannot inspire their pupils with noble desires or purposes. The keen, active minds of the youth are quick to detect every defect of character, and they will copy defects far more readily than they will the graces of the Holy Spirit.

The Power of a Happy Disposition

Continual association with inferiors in age and mental training tends to make the teacher tenacious of his rights and opinions, and leads him to guard jealously his position and dignity. Such a spirit is opposed to the meekness and humility of Christ. A neglect to cherish these graces hinders advancement in the divine life. Many thus build barriers between themselves and Jesus, so that His love cannot flow into their hearts, and then they complain that they do not see the Sun of Righteousness. Let them forget self and live for Jesus, and the light of heaven will bring gladness to their souls.

No man or woman is fitted for the work of teaching who is fretful, impatient, arbitrary, or dictatorial. These traits of character work great harm in the schoolroom. Let not the teacher excuse his wrong course by the plea that he has naturally a hasty temper or that he has erred ignorantly. In his position he stands where ignorance or lack of self-control is sin. He is writing upon souls lessons that will be carried all through life, and he should train himself never to speak a hasty word, never to lose his self-control.

Above all others, he who has the training of the youth should beware of indulging a morose or gloomy disposition; for this will cut him off from sympathy with his students, and without sympathy he cannot hope to benefit them. We should not darken our own path or the path of others with the shadow of our trials. We have a Savior to whom to go, into whose pitying ear we may pour every complaint. We may leave all our cares and burdens with Him, and then our labor will not seem hard or our trials severe.

"Rejoice in the Lord alway," the apostle Paul exhorts, "and again I say, Rejoice." Philippians 4:4. Whatever your disposition may be, God is able so to mold it that it will be sweet and Christ-like. By the exercise of living faith you can separate from everything that is not in accordance with the mind of God, and thus bring heaven into your life here below. Doing this, you will have sunshine at every step. When the enemy seeks to enshroud the soul with darkness, sing faith and talk faith, and you will find that you have sung and talked yourself into the light.

We open to ourselves the floodgates of woe or joy. If we permit our thoughts to be engrossed with the troubles and trifles of earth, our hearts will be filled with unbelief, gloom, and foreboding. If we set our affections on things above, the voice of Jesus will speak to our hearts, murmuring will cease, and vexing thoughts will be lost in praise to our Redeemer. Those who dwell upon God's great mercies and are not unmindful of His lesser gifts, will put on the girdle of gladness and make melody in their hearts to the Lord. Then they will enjoy their work. They will stand firm at the post of duty. They will have a placid temper, a trustful spirit.

Increase by Use

The teacher should not think that all his time is to be spent in the study of books. By putting into practice what he learns, he will obtain more than he will by mere study. As he uses his knowledge he will receive more. Some who have but one talent feel that they can do nothing. They hide their talent in the earth, as it were; and because they receive no increase they murmur against God. But if they would use the ability given them, their talent would double. It is by a faithful use of talents that they are multiplied. As we use aright the advantages God gives us, He increases our capabilities for service.

Because you are teachers, do not think that it is unnecessary to obtain training in the simplest duties of life. Because you are studying books, do not neglect the everyday duties around you. Wherever you are, weave into your life all the usefulness possible, and you will find your minds more capable of expansion, more vigorous in grasping the lessons you endeavor to learn. By performing with faithfulness every practical duty that falls to you, you are becoming better qualified to educate those who need to learn how to do these things.

An Appeal

There are some who love the society of the world, who regard the companionship of the worldly as something to be desired above the companionship of those who love God and keep His commandments. Teachers, know enough to obey God. Know enough to follow the footsteps of Jesus, to wear the yoke of Christ. Do you desire the wisdom of God? Then humble yourselves before Him; walk in the way of His commandments; determine that you will make the most of every opportunity granted you. Gather every ray of light that falls across your pathway. Follow the light. Bring the teachings of truth into your life practice. As you humble yourselves under the mighty hand of God, He will lift you up. Commit your work to Him; labor in faithfulness, in sincerity, in truth, and you will find that each day's labor brings its rewards.

Teachers must have a living faith or they will be separate from Christ. The Savior does not ask how much favor you have with the world, how much praise you are receiving from human lips; but He does ask you to live so that He can put His seal upon you. Satan is seeking to cast his shadow across your pathway, that he may hinder the success of your work. You must have within you a power from above, that in the name of Jesus of Nazareth you may resist the power which is working from beneath. To have in the heart the Spirit of Christ is of infinitely more consequence than the possession of worldly recognition.

To the teacher is committed a great work—a work for which, in his own strength, he is wholly insufficient. Yet if, realizing his own weakness, he clings to Jesus, he will become strong in the strength of the Mighty One. He must bring to his difficult task the patience, forbearance, and gentleness of Christ. His heart must glow with the same love that led the Lord of life and glory to die for a lost world. Patience and perseverance will not fail of a reward. The best efforts of the faithful teacher will sometimes prove unavailing, yet he will see fruit for his labor. Noble characters and useful lives will richly repay his toil and care.

Human nature is worth working upon. It is to be elevated, refined, sanctified, and fitted with the inward adorning. Through the grace of God in Jesus Christ, which reveals salvation and immortality and life, His heritage are to be educated, not in the minutia of etiquette, the world's fashions and forms, but in the science of godliness.

COMMITMENT

True Education – An Adaptation of Education

by

Ellen G. White

True Education, Chapter 9 (pages 52-58)

- ❖ Christ ministered to the needs of the Twelve
- ❖ The Transforming Power of Christ
- ❖ From Weakness to Strength
- ❖ A Lesson in Love

God's Ideal for Us

True Education, (page 13)

- ❖ Teachers do a high and noble work by cooperating with the divine purpose in imparting to young people a knowledge of God, and in molding character in harmony with His.
- ❖ In awaking a desire to reach God's ideal, they present education that is high as heaven and as broad as the universe.
- ❖ This education cannot be completed in this life, but will be continued in the life to come.
- ❖ It is an education that secures to successful students a passport from the preparatory school of earth to the higher grade, the school above.

