

# Standard Descriptors

Consider these clarifying descriptions and questions as you prepare your spiritual resource contribution.

## A. Foundational Standards

- 1. Faith-driven and values-focused.** Does this resource build on the Adventist biblical worldview? If developed in North America for Grades K-12, is it aligned with the Journey to Excellence (J2E) Preferred Practices (see [www.journeytoexcellence.org](http://www.journeytoexcellence.org))? Does this resource include evidence of appropriate integration of faith and Christian values? Or, if this is a small part of a larger curriculum with faith-integrating objectives and/or applications, clarify the connections in the comments column.
- 2. Reflects sound educational research, theory and practice.** Teacher-designed lesson plans or teaching strategies should be classroom-tested and revised by the individual teacher before submission. If based on specific research or wider field-testing has been done, please include references to facilitate further study and/or give due credit. Resource content will generally be research, theory or practice oriented. Whatever the orientation, it should not exclude the other areas. Appropriate balance will be evaluated.
- 3. Encourages lifelong, holistic, service-oriented learning.** Include comments that explain how this resource fits into the Adventist philosophy of redemptive, balanced education, if not readily apparent in the resource itself.

## B. Document Format & Content Standards

The target level is the grade level or age group for whom this resource is intended. The target level should be clearly stated in the document.

- 4. Vocabulary/reading level aligned with target level.** We suggest using word processor word count and reading level calculations to determine whether your material is appropriate for the intended grade or age. Correct any confusing wording noted in student questions while researching or field-testing the resource.
- 5. Format appropriate/attractive to target level.** Is the resource attractively designed? Keep it simple.
- 6. Organized and easy to use by target level.** Is the purpose of the resource clearly indicated at the start? Is there a table of contents? An outline of steps to follow in using the resource as intended? Include clear directions if necessary.
- 7. Depth of content suitable for document purpose and target level.** Depth of content refers to the quality of material selected and included. Is it thorough, yet easily readable?
- 8. Breadth of content suitable to document purpose and target level.** The breadth of content refers to the general or specific character/nature of the resource. The appropriateness of breadth will depend on the type of resource and its intended audience or target level.

## C. Learner Oriented Standards

9. **Stimulates learning.** Stimulates or encourages learning through instructional variety, and/or is naturally engaging and relevant (connected to real-life). If not applicable (e.g., reflective article or research summary), please indicate why.
10. **Encourages higher order thinking.** Focuses on higher order thinking processes based on mastery of foundational knowledge. If not applicable (e.g., skill development lesson), please indicate why.
11. **Promotes reflection on learning experience/process.** Does the resource include questions/strategies for learner reflection? for process review? for authentic assessment? Add comments to motivate variations or to indicate where this component is not directly applicable.
12. **Addresses the individuality of learners.** Show where the resource addresses the individuality of learners, including sensitivity to cultural diversity, background, socio-economic status, special needs, etc.
13. **Considers the social/relational basis of learning.** Resources that address the relational basis of learning will be designed to include interaction between
- the learner and content
  - the learner and other learners
  - the learner and teacher
  - the learner and self (reflection)
  - the learner and the community (eg. service opportunities)

## D. Educator Oriented Standards

14. **Connects to current Adventist curriculum where appropriate.** Is curriculum alignment stated? Are objectives referenced to the local Adventist curriculum documents? If this is not applicable (eg. article, research summary, university course outline), clarify in comments.
15. **Describes the purpose/context clearly and succinctly.** Is there a clear purpose or rationale statement in the teacher's guide/notes?
16. **Provides clear goals/objectives/intended learner outcomes.** Are specific learner objectives or intended outcomes included?
17. **Clearly links outcomes, activities, and content.** Does the document clearly develop learning experiences to facilitate achievement of listed objectives/outcomes? Are all activities clearly explained, linking them to the purpose and objectives?
18. **Includes implementation helps/motivational strategies.** A motivational strategy may not be clearly documented in the resource. A comment can explain strategies inherent in the design, or why this is not applicable. [Add links to examples of motivational strategies and implementation helps.]
19. **Identifies additional teacher resources or support services.** Are credits given where due? Are additional resources listed to support variations in use?
20. **Incorporates appropriate assessments directly connected to learner objectives/outcomes.** Are the assessments directly connected to learner objectives/outcomes? Are the forms of assessment appropriate to the target level, the content, current research on effective assessment strategies, etc.?