



One of WCS’s core values is **Exemplary Academics**.

We are committed to providing the highest quality academic program available, in which students’ God-given design is matched with exceptional learning experiences in and out of the classroom.

Great teaching which maximizes learning includes: engaging lessons, challenging courses, intentional mentoring, and a highly individualized approach to learning which honors each student’s unique gifts and potential.

This core value is expressed through a set of 10 guidelines for excellent teaching and learning, which defines the unique philosophy of teaching and learning that undergirds academics at WCS and outlines what is expected of a WCS teacher.

Note: Lightly shaded indicators were addressed from 2018 to 2021. For 2021-22, teachers will be given feedback on the darker shaded indicators and shaded elements of the mission/vision/values/etc. It is expected that indicators addressed in earlier years will still be demonstrated by teachers.

1. Biblical worldview immersion

Biblical worldview immersion is a holistic approach to teaching and learning that honors Scripture as the primary shaper of thought for all subject areas, while also recognizing that Biblical worldview development is a process that will extend long into adulthood.

- 1.1. Teacher is deeply committed to living out the truth of Scripture in his/her personal life, and is actively involved in studying the Bible and nurturing his/her own spiritual growth
- 1.2. Teacher is aware of his/her worldview and is committed to life-long worldview development
- 1.3. Teacher understands the three dimensions of a Biblical worldview (truth propositions; heart inclination; and behavioral alignment), and the three dispositions of worldview development (awareness of worldview; commitment to meaningful processing; and personal ownership of the process of development)
- 1.4. Teacher articulates a Biblical worldview on each subject area which he/she teaches
- 1.5. Teacher consistently connects classroom activities and content to the Biblical narrative (Creation/Ought – Fall/Is – Redemption/Can – Restoration/Will)
- 1.6. Teacher consistently challenges students to consider application of knowledge through the four applied worldview questions

- 1.7. Teacher assesses students’ Biblical worldview thinking in assignments and assessments

2. Connections with WCS’s vision/missions/values and Portrait of a Mature Godly Influencer

Teachers connect learning experiences to the WCS core statements to enable students to gain the knowledge, skills, and experiences necessary to become mature godly influencers and to nurture an inclination to create and cultivate for the glory of God.

- 2.1. Teacher has memorized the WCS vision and mission statements, the titles for WCS’s four core values, and the four elements of the Portrait of a Mature Godly Influencer
- 2.2. Teacher intentionally creates opportunities for students to practice elements of the Portrait of a Mature Godly Influencer
- 2.3. Teacher regularly uses phrases and ideas related to the WCS core statements in his/her instruction and interactions with students and parents
- 2.4. Classroom décor includes themes/content from the WCS core statements
- 2.5. Teacher periodically invites guests to the class—guests who exemplify elements of the WCS core statements

3. Commitment to be an exemplary Christian teacher

Teachers hold themselves to the highest standards of professionalism and Godliness, are efficient at the

administrative part of teaching, and communicate well with parents, students, and colleagues.

- 3.1. Teacher is a Christlike role model
- 3.2. Teacher regularly reflects on teaching performance
- 3.3. Teacher demonstrates mastery of his/her subject matter
- 3.4. Teacher is committed to ongoing professional growth and maintains appropriate certification(s)
- 3.5. Classroom is well-organized and marked by a pleasant, inviting atmosphere
- 3.6. Teacher keeps FACTS updated, posting assignments in a timely way and typically posting grades within 5 school days
- 3.7. Teacher responds to parent inquiries within 24 hours (by the same time on the next school day) and resolves issues within 7 school days
- 3.8. Teacher communicates concerns about student behavior or academic performance in a timely manner to students (where appropriate) and to parents/guardians

4. **Engaged learning**

Teachers plan and implement classroom experiences to maximize student involvement in learning. Learning is not about what teachers do, but what students do as a result of what teachers do.

- 4.1. Teacher regularly uses elements of *Total Participation Techniques*
- 4.2. Students are as close to 100% engaged in learning as close to 100% of the time as possible
- 4.3. Teacher utilizes varied engaged pedagogies and does not rely primarily on teacher-centered lectures
- 4.4. Teacher encourages/facilitates classroom discussions
- 4.5. Teacher leverages teachable moments, including shifting direction during a lesson
- 4.6. Students demonstrate enthusiasm for learning
- 4.7. Students participate in various forms of reflection

5. **Mentored learning**

Learning best occurs in the context of authentic relationships based on teachers' commitment to guide students towards fulfilling their unique, God-given purpose.

- 5.1. Teacher exhibits joy in relating with students
- 5.2. Teacher formally conferences one-on-one with each student at least once per semester
- 5.3. Teacher attends select special events at the school which feature his/her students (i.e. sports events, music performances, etc.)

- 5.4. Teacher interacts with students in and out of the classroom in a respectful, polite, and encouraging manner
- 5.5. Teacher listens carefully to students, expressing respect, care, and concern for students in the listening process

6. **Personalized learning experiences**

Teachers perceive students' unique God-given design, and creatively adjust instruction, assignments, and assessments to fit their students.

- 6.1. Teacher knows the 4 basic personality types and applies this knowledge in interactions with students
- 6.2. Teacher uses a balanced variety of teaching methods to connect with various student learning styles
- 6.3. Individual student strengths, weaknesses, interests, and needs are discovered by the teacher and inform instructional planning
- 6.4. Teacher examines standardized testing data for each student (as available) to inform instruction
- 6.5. Teacher understands and implements applicable 504 plans, working collaboratively with the Learning Support Department
- 6.6. Students are given options for homework, projects, and other assessment as appropriate
- 6.7. Teacher provides added challenge for advanced learners and added support for learners having difficulty

7. **Collaborative atmosphere**

Teachers create opportunities to share ideas, assign cross-discipline projects, sharpen one another, and nurture a collegial atmosphere. Walls between classrooms, departments, and WCS divisions are permeable.

- 7.1. Teacher observes colleagues' classrooms as a core element of professional growth
- 7.2. Teacher often discusses classroom victories and challenges with peers for insight, advice, and support
- 7.3. Teacher regularly collaborates on cross-discipline student projects
- 7.4. Faculty interactions are marked by a Godly, encouraging, positive atmosphere
- 7.5. Teacher shares student performance data as appropriate with peers for the purposes of enhanced student success

8. Use of Bloom’s Taxonomy

Use of Bloom’s Taxonomy (revised and updated) helps to ensure that student learning is developmentally appropriate and moves students along the journey to higher levels of processing, applying, and extending knowledge and skills.

- 8.1. Teacher understands Bloom’s Taxonomy and is proficient in its application to all facets of instruction and assessment
- 8.2. Teacher utilizes questions consistent with Bloom’s taxonomy
- 8.3. Teacher focuses on students’ reasoning and decision-making in classroom discussions and on assignments and assessments
- 8.4. As students develop, instruction, assignments, and assessments reflect higher-level processing and use of content. However, all six levels of Bloom’s Taxonomy are used at all grade levels.

9. Meaningful assessments, homework and other extended assignments

Assessments, homework and other assignments are varied, meaningful, and connect to grade-level and global expected student outcomes. Students are helped to understand why they’re doing what they’re doing.

- 9.1. Teacher pays close attention to evidence of individual and collective student understanding, and adjusts instruction and assessment in light of that evidence
- 9.2. Teacher employs a variety of assessment techniques
- 9.3. Homework is not “busy-work”, and each assignment has a clearly stated purpose
- 9.4. Assignments and teaching materials are regularly updated to remain current and to demonstrate continuous improvement
- 9.5. Class sessions include time to discuss and process homework and other extended assignments, as appropriate

10. Consistent classroom and schoolwide behavior management

While much room exists for individual teacher personalities and styles, schoolwide behavior management is based on the Biblical concept of grace, which includes clear and reasonable standards, consistent application of standards, and plentiful supports to meet standards.

- 10.1. Teacher exhibits high expectations for student behavior and academic performance
- 10.2. Teacher clearly communicates and reinforces standards of classroom conduct
- 10.3. Teacher is aware of student classroom behavior
- 10.4. Students are familiar with classroom routines and follow those routines consistently
- 10.5. Classroom time is well used, with little wasted time
- 10.6. Teacher consistently enforces school-wide standards such as dress code, respect for authority, student treatment of peers, etc.

Wilmington Christian School

Cultivating Godly Influencers for over 70 Years

Renewed Vision/Mission/Values/Portrait of a Mature Godly Influencer

Vision *(The picture of what kind of school we strive to be)*

Wilmington Christian School provides a distinctively Christian, innovative education that effectively develops Godly influencers who are well prepared for life after high school and who impact the culture for Christ.

Mission *(What we are doing to achieve our vision)*

Building on the foundation of Scriptural truth, we teach students to grow in Christian character, to excel in academic proficiency, and to foster mentoring relationships.

Four Core Values *(Statements of what we believe to be of central importance to our mission)*

Biblical Worldview

We believe that to flourish as humans made in the image of God, individuals must perceive and interact with all of His creation through the lens of Scripture. Doing so reflects a commitment to the Lordship of Christ and demonstrates the nature, character, and works of God to the community and to the world.

Exemplary Academics

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Cultural Influence

We want our students to become Godly influencers, having a positive and restorative impact on the culture. We believe that the foundational elements for creating and cultivating this kind of influence are Christ-like character, vocational proficiency, and the ability to develop meaningful relationships with others.

Grace-based Community

We believe a Christian school community must be marked by honest, engaging relationships and a clear understanding of mutual commitments and responsibilities. In situations when an individual fails to live, learn, and serve in alignment with community values and expectations, we extend grace with love, which means to provide: significant

support for success; appropriate discipline and accountability; and a merciful posture towards one another.

Portrait of Mature Godly Influencers *(What we intend for our students to be long after they graduate from WCS)*

Mature godly influencers are:

Faithful disciples of Christ, who

- Have a genuine relationship with Jesus Christ as Savior and Lord,
- Demonstrate Christ-like character, and
- Are committed to developing a Biblical worldview.

Servant leaders, who

- Readily accept responsibility to serve and lead others,
- Communicate with clarity, civility, and conviction, and
- Wisely engage the culture as citizens of two kingdoms.

Life-long learners, who

- Exhibit intellectual curiosity and perseverance,
- Learn new skills in order to adapt to rapidly changing environments, and
- Think logically and critically to discern and apply truth.

Creators and cultivators, who

- Know their God-given design and purpose,
- Utilize their gifts, talents, and skills to invent or improve solutions to real-world challenges, and
- Maintain collaborative connections with peers and older/wiser mentors.