

Closing the Gap and Reaching the Goal

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Your goal is to fulfill the mission by helping your students achieve the student objectives. You've looked at assessment data, and you've noted that 60 percent of your high school students are at or above standard in becoming "discerning thinkers who use a biblical perspective." Your goal is 90 percent.

This fall your faculty members have begun to focus on this student objective as well as on creating "effective communicators who communicate through writing, speaking, reading, listening, graphs and charts, and the arts." They have discussed both of these objectives during faculty meetings, and your English Department is considering how to implement PowerPoint at the secondary level.

You realize that your curriculum does not sufficiently describe what a student needs to learn in order to gain a biblical perspective of each subject. You determine that you need to address the matter in order to raise student scores on using a biblical perspective. You remember seeing a website that featured resources on how to teach from a biblical perspective in the different content areas. You go there and find a framework for helping students attain a biblical understanding of each subject. You click on "God reveals Himself to us through the Bible and (subject/topic)."

There you find Christian worldview questions listed by subject area. For example, in English you find the following:

- English K-5: What makes a good book good?
- English 6: How do authors help me see truth?
- English 7: How are conflicts resolved in literature and in life?
- English 8: What does literature teach me about the need to "take a stand" in spite of opposition?
- English 9: What is the importance of written and spoken words?
- English 10: What is "good" and how will I achieve it? What hinders and helps me in this pursuit?
- English 11: How do Christian and non-Christian authors help us see?
- English 12: How should Christians live in a world filled with suffering?

You keep clicking, and you find a database of assessments (complete with rubrics) that can be sorted by student objective, assessment type, grade level, and subject. You also find several lists—professional readings, upcoming video conferences, and the names of administrators and teachers who are willing to share their expertise.

You tell your district's curriculum coordinator about your students' performance in the objective of using a biblical perspective. She mentions several resources, and she wonders whether you have the resources to help increase students' performance on the objective of becoming "faithful caretakers who serve God and others, and care for God's creation." You tell her that you have just looked at the website again, and you have learned that next month there will be a video conference on this same student objective.

A month later, several of your teachers participate in the video conference on helping students use a biblical perspective. Your teachers develop worldview questions and use them to create assessments. They network with other participants and share assessments.

Meanwhile, one of your teachers is leading a video conference on "productive collaborators who work effectively with others." He explains how your school has implemented this student objective in math and social studies. Next, he invites the participants to divide into subject area groups to discuss assessments they use to measure how well students are achieving this objective. The session closes with a question and answer time.

Imagine this happening in your school. If it did, would you be closer to closing the gap between objectives and achievement? We would.

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