



SUMMIT CHRISTIAN
ACADEMY

Summit Christian Academy

Parent/Teacher Handbook

“Behold, children are a heritage of the Lord, offspring a reward from him.
Like arrows in the hand of a warrior are children born in one’s youth.”
– Psalm 127:3

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Welcome Letter

*“Let this be written for a future generation,
that a people not yet created may praise the Lord.” Psalm 102:18*

Welcome to Summit Christian Academy, a college-prep academic ministry that partners with parents to educate and raise-up students who will make an impact for the kingdom of God. Since “all things were made through Him [Jesus], and without Him nothing was made that was made”, everything we do should be to the glory of God. This includes the training up of our children academically. Deuteronomy 6:6-7 gives us a model for training our children; “And these words that I command you today shall be in your heart. You shall teach them diligently to your children and shall talk of them when you sit in your house, when you walk by the way, when you lie down and when you rise up”.

As many parents have determined, this is difficult to do when their children are in an educational system that teaches ideologies that are diametrically opposed to what they believe as followers of Christ. For those parents who were unaware of what was being taught at school, 2020 left nothing uncovered; it was a year of great exposure. Parents got to see first-hand what the public school system was teaching their children. It was clear to many that the public school system had been failing their children and stealing the hearts of many. So, although painful, the beauty of the exposure was that awareness prevailed and parents responded.

At this same time, I felt a burden from the Lord to research what was being taught in the public school system. I discovered a system that purposely confused our children about their gender, taught sexual perversion, and promoted an agenda that distorted history, caused racial tension, and that has completely fallen away from classical education. It is clear that God and His values are not welcome in the public school system. After my research, these were the prevailing questions that I was faced with: If we take our children to church on Sunday and fill their hearts with the truth of God’s word and by Monday the public school system is unraveling everything they just learned, how are our children to recover from this? How are our families to recover from this? How is our country to survive the secular humanistic indoctrination that our children have been learning year after year? The Lord provided an answer: take back authority over our children’s education.

When my husband and I took our findings to our pastor, we all agreed that we had an obligation to the Lord and the families of our congregation to provide a Christ-centered, affordable educational alternative to the public school system that placed family sovereignty at the forefront of it all. We knew it was time to restore the hearts of the fathers to their children and the hearts of our children to their fathers. As a home educator for over 15 years, I had seen the fruit of parent-led education, nevertheless, I knew that our church was comprised of many families that were unable to home educate full time. Our vision was to provide an academy where students could take a full

schedule, or just a few classes, but still function as private homeschoolers.

What has come out of that vision is Summit Christian Academy. We feel the name is appropriate as we are located on Summit St., but, more importantly, a summit is “the highest point”. We feel this describes our God perfectly. The academy is linking arms with parents to help them take back their authority over the education of their children. Our academy is teacher led and parent directed. It provides opportunities for developing like-minded friendships and habits of scholastic and moral excellence by supporting the biblical values taught in the home and in the church. The academy is built on a foundation that restores Christianity, the church, and the family to the center point of academia.

We are so happy to have you join us on this transformative adventure and look forward to partnering with you in the education of your child.

For the next generation,

Audra Nelson
Founder and Director
Summit Christian Academy

Why Homeschool?

Homeschooling is the fastest growing movement in US education (even before COVID), both because of the dissatisfaction with the traditional system and the success of the homeschool model. As Dr. Brian Ray of the National Home Education Research Institute has shown in his research, homeschoolers are now outperforming their traditionally-schooled counterparts on standardized tests by 37 points on average, regardless of the level of education achieved by the parent doing the homeschooling. In our "expert everything" culture, this is a befuddling statistic for traditional educators.

More important than the academic success, however, is the character growth that is modeled in a homeschool environment, where children are mentored by their parents rather than by their peers. Since the introduction of the Values Clarification Movement in the 1960s, the United States has seen a steady decline of the moral output in its youngest citizens. The US is now a world leader in youth homicide, youth suicide, youth drug abuse, and sexually transmitted disease (8,000 US teens contract an STD every day in the US). Little wonder, truly, when 55 million children are taught daily in the public sector that they have no purpose, no destiny, and no reason for hope or joy. Romans 1:20 tells us that God's nature is evidenced in the created realm—that we can learn of God's character and qualities through studying his world; however, the traditional model has purposefully dissected Christianity from the foundations of learning, leaving behind a heartless, sterile, disingenuous model of academia.

Deuteronomy 6:6-9 instructs parents to impress God's laws upon the hearts of their children, to talk about them as they travel on the highways and the byways. In the traditional system, most students go to class for 8 hours and then have another two to three hours of homework each night creating logistical impossibilities for fulfilling this directive. How much time must be spent unlearning the anti-Christian ideologies of the system, and whose values and visions will win out in the end? Josh McDowell answers the question: 85% of students who live in Christian homes, but attend public schools, eject the biblical worldview by the time they graduate. Tragically, by sheer volume of influence, parents are losing the most important race of them all.

The homeschooling model is actually more akin to what is used in graduate level studies, which is an educational approach based on an andragogical (adult learning) rather than pedagogical systems. The works of Vygotsky, who wrote extensively on scaffolding and the apprenticeship model, best explain the success of homeschooling in general, providing a framework for teaching the homeschool demographic. It's a mentor model.

The traditional ideology places the responsibility on the teacher; the homeschool model places the responsibility on the learner, fanning the flame of learning that Yeats inspired in his well-known quote: "Education is not the filling of a pail, but the lighting of a fire." Students are far more effective as lifelong learners when they are driven by intrinsic rather than extrinsic motivation. Though government schools defend their "commitment" to lifelong learning, the truth is that most students in the traditional system are often

simply surviving school, not thriving in it. They have come to despise learning, not crave it.

A few years back, a *Newsweek* article studied public school culture and found that by the age of 7, most boys say they “hate” school. Little wonder, really, when they are forced to sit still in a chair for hours on end, taught by anti-Christian and/or feminist ideologies, and squeezed into a one-size-fits-all educational model that is proving less and less effective each decade. And of course, now, many parents have seen the dark underbelly of the public school system, from the overtly secular agenda to the wasted time and busy work.

Plato once said the two most important questions for every culture to consider were these: Who teaches the children, and what are they taught? To answer that question in good conscience, we must consider both the heart of the teacher and the heart of the subject.

These are the foundations upon which Summit Christian Academy is built: We come alongside parents to support the Deuteronomy 6 model. We glorify God in every subject, as Romans 1 compels us to do, and we walk together in Christian community. Homeschooling is an answer to a decaying, archaic system of traditional educational methodology, and Summit Christian Academy exists to help parents stay the course of the home education journey.

Mission, Vision and Purpose Statements

Summit Christian Academy Mission: Summit Christian Academy’s mission is to partner with, support and encourage Christian families in the high calling of biblical discipleship through Christ-centered education. The academy provides an environment that promotes community, develops skills and nurtures kingdom-mindedness.

Summit Christian Academy Vision: By promoting the biblical example of family sovereignty, parents are empowered to take authority over their children’s education as an extension of family discipleship. Summit Christian Academy, in partnership with parents, endeavors to train up a generation that is grounded in the faith and has the tools to affect their culture for the kingdom of God in the home, the church and the community.

Summit Christian Academy Statement of Purpose: Summit Christian Academy connects parents, teachers and students around the central hub of Calvary Chapel Santee to provide affordable, Christ-centered, Socratic education that is teacher lead and parent directed. The academy provides opportunities for developing like-minded friendships and

habits of scholastic and moral excellence by supporting the biblical values taught in the home and in the church.

Institutional History

The timing connected strategically when the public school closures hit in the wake of COVID hysteria, and parents began to awaken to the reality of what and how their children were being taught in the public sector—a godless agenda fueled by the spirit of secular humanism producing the tangible fruit of anxiety, depression, suicide ideation, STDs, and rampant atheism.

As Calvary Chapel Santee felt a stirring to provide an alternative to the public school system, Summit Christian Academy was born. CC Santee recognized that a home-education based system could be a powerful way to help parents sever the yoke with an ungodly school system, transmit the faith through the method of educational and generational discipleship, and take back what the enemy had attempted to steal from the next generation.

Summit Christian Academy launched in 2021 with the goal of empowering parents and training up a new generation of culture-shapers in the home, the church, and the community. In partnership with parents and the local church, Summit Christian Academy is poised to transform culture and reverse the fruit of secular humanism in the next generation.

Educational Fallout in the Current Generation

Three decades ago, the most impacting social spheres in culture were the family, the school, and the church. What are the most impacting social spheres today? It's an important question because, as I Corinthians 15:33 reminds us, bad company corrupts good character. Today, in the US, 56 million kids sit in public school classrooms across the country for 6-7 hours a day, 180 days a year, where they are overtly indoctrinated in gender fluidity, revisionist history, macro-evolution, and promiscuity.

Today's K -12 curricula is more about serving a political agenda than meeting the true academic needs of the next generation. What's the fruit? Gen Z's emotional distinctives are as follows: They are anxious, depressed, overwhelmed, suicidal. Look up the stats on abortion, suicide ideation, self-injury, STDs, and cohabitation.

Gen Z's faith distinctives are even more concerning: They are now the most atheist, unchurched generation in the history of our nation. The two main areas of their disbelief, as Barna (2019) notes are as follows:

- They can't believe a loving God would allow evil (read Hebrews 12 and note the clear track of this mindset to fatherlessness and a lack of discipline)
- They believe science and the Bible contradict. We can easily track this errant belief system to public school indoctrination where on our watch, the Great Commission has been outlawed.

If you've read 2 Chronicles 34, where Shaphan the secretary discovers the book of the law in the forgotten rubble of the temple, you can see the modern-day parallel. Josiah cried aloud that his fathers had not acted in accordance with God's law and it was thus lost to subsequent generations. In the same way, we have severed the truth of God's word from the public sphere. Aldous Huxley, in his 1931 novel *Brave New World*, predicted a future where children will be indoctrinated against traditional values through a cradle-to-grave school system. And that, tragically, is where we find ourselves today.

Former Focus on the Family President Dr. Dobson has said in no uncertain terms that the public schools in California are "indoctrinating students" in "a godless, anti-Christian agenda disguised in progressive curricula." Christians, he says, must "flee" public schools. Lieutenant Colonel Ray Moore, founder of Exodus Mandate, adds, "If we don't change the way we do education, we will lose our country."

If this seems a bit alarmist, read the curricular outcomes in your school district. Assess the messages and lifestyles that are being promoted in public education. And look for the harvest—because the collateral damage is clear. One of the specific ways the public school system has failed parents is the cultivation of a hypersexual culture. The current sex ed curriculum promotes promiscuity, not purity. The prevailing belief in most modern sex ed programs is that abstinence is not only unlikely, but that teens and young adults are virtually incapable of sexual purity. In other words, they are no better than animals driven by instinctive behavior. With this viewpoint, we are setting them up for mental failure before they even begin the race. As any good educator knows, low expectations lead to underperformance. If we tell kids they are "not capable" of sexual purity as children, will they then expect to be faithful to their long-term relationships in adulthood?

Additionally, though sex education curricula proposed to have a positive impact on STDs, this idea has not actually worked thus far. Since 1964, when the Values Clarification Movement first hijacked the minds and morals of educators, planting its permissive seeds in the fertile soil of America's classroom, STD rates have gone up, not down. VCM prohibited any education from a sectarian viewpoint, promoting instead the religion of secular humanism (the belief that humanity is capable of morality and self-fulfillment without belief in God) and hedonism (the pursuit of pleasure). What happened as a result? According to the Center for Disease Control, 50% of all new STDs in our country today are contracted by the 15 to 25-year-old population. Every day in the United States, 8,000 teens and young adults are diagnosed with an STD – that's 3 million new cases per year! Liberal sex ed programs have not reduced the STD rates in the students they "serve." Instead, the rates continue to climb.

The current sex ed agenda is driven by a liberal powerhouse that promotes promiscuity, giving children as young as elementary school sexual ideas that they were most likely not even thinking of before they had these classes, agendas that promote promiscuity, pornography, and hypersexual lifestyles as normal choices open to all people, ideas that are at odds with the Christian worldview: Believers are expected to treat one another as brothers and sisters, in all purity (1 Timothy 5), to flee sexual immorality (1 Corinthians 6:18), and even to avoid *looking* at someone we aren't married to in a lustful way (Matthew 5:28). Clearly, the current SE agenda has fallen far outside of these boundaries.

The casual sex culture has had dramatic lifestyle effects on the youngest generations, resulting in skyrocketing rates of cohabitation amongst Millennials and GenZs: 51% of Millennials are currently cohabiting, living together in a sexual relationship. Marriage, if pursued at all, is being delayed longer and longer, decreasing the range of fertility for childbearing. Cohabitation is linked to a higher rate of domestic abuse, drug use, and a lower likelihood of long-term relational success. Are these the stats we desire for the next generation?

Whether it's homeschooling or in educating in a Christian community, we believe the way to turning around the tragic stats of the next generation is removing them from the godless system of public education. Yes, it will cost us something. We pay a price to live set apart. Until we change the trajectory of K-12 education, the next generation will continue to fall further and further away from truth of God's word. Radical education reform is required.

Philosophy of Ministry and Education

Summit Christian Academy is a Christian support system created to foster a lifelong love of learning, a biblical worldview, and an appreciation for the arts in the context of church and culture, helping to equip the next generation of leaders to excel in the home, the church, and the community. We serve K-12 homeschool and charter school students from Christian families, creating community, enhancing skills, and building kingdom mindedness.

Summit Christian Academy offers a wide range of flexible and affordable academic and elective support from chemistry to constitutional literacy, astronomy to art, from physiology and anatomy to Legos and Logic. Our flexible program is designed to partner with parents in their homeschool journey, whether those needs are for core or enrichment classes.

Summit Christian Academy believes in a holistic, intergenerational, hands-on model of education. Modern culture segregates ages in every sphere of life, from church to classroom to community—pushing toddlers in one direction and grandparents in another. In this selective segregation, families are often robbed of the rich fellowship of intergenerational mentoring and apprenticeship. Ephesians, Deuteronomy, Timothy, and Titus provide wonderful pictures of family discipleship, and yet many parents do not

realize that God has equipped them to train up their children. Instead, they often pass the baton to coaches, teachers, youth pastors, and community leaders. Summit Christian Academy reverses that mindset by coming alongside parents, creating a parent-directed model of education that supports the parent as the primary influence and gatekeeper in the child's life. In a broken, hurting world, there is a clarion call for parents to raise up a generation of godly children who will shape culture.

Luke 6:40 says that when he is fully trained, the student will become like the teacher. Out of the overflow of hearts and homes, Summit Christian Academy helps empower families to pour into the generation around us, to restore the hearts of the fathers to the children and the hearts of the children to the fathers. The Great Commission begins at home. Summit Christian Academy supports parents as they endeavor to raise up a generation of world leaders and world changers.

What is Home Education?

In brief, home education is a system of family discipleship where parents take on the responsibility of educating their children at home through a variety of methodologies and systems. For most Christian families, this means providing a Bible-based education that centers on both spiritual and academic formation. Homeschooling is a purposeful and powerful methodology for ensuring the transmission of the faith from one generation to the next. Homeschooling is not a new idea, but it is an idea experiencing a cultural resurgence.

Homeschooling Growth and Academic Success

How successful are homeschoolers? As studies by Dr. Brian Ray of the National Home Education Research Institute show, homeschoolers are consistently outperforming their traditionally-schooled counterparts on standardized tests by 37 points on average, regardless of the level of education achieved by the parent doing the homeschooling. This is not a popular message in the public sector, but the truth of the matter is that individualized learning systems built on a tutorial methodology have a far greater success rate than one-size-fits-all methods. Homeschooling is, at heart, and individualized tutorial system that helps a child develop holistically and at his or her own pace.

Character Transmission and Success Rates

More important than the academic success, is the character growth that is modeled in a homeschool environment, where children are primarily mentored by their parents rather than by their peers. This is why the foundation of Summit Christian Academy's vision

statement is based upon “family sovereignty” and why we have created a model that allows children to spend more of their time in the home than at the academy.

Deuteronomy 6:6-9 instructs parents to impress God’s laws upon the hearts of their children, to talk about them as they travel on the highways and the byways. In the traditional system, most students go to class for 7 hours and then have another two to three hours of homework each night, which can significantly limit the opportunities for family discipleship.

When it’s done well, homeschooling creates a love of learning and a curiosity that fuels research and inquiry. The most successful college students are not necessarily those who are gifted; it’s those who are determined. Character plays a powerful role in success.

Colleges and universities are now actively recruiting homeschoolers for their academic performance, their commitment to volunteerism, their social maturity, and their real-world experience. Clearly, homeschooling is creating a solid foundation for marketable skill sets.

Homeschooling is an opportunity to connect the hearts of parents and children in a wounded world; to teach, train, and be transformed through a Christian worldview; and to invest wholeheartedly in family discipleship.

Benefits to Calvary Chapel Santee

For CC Santee, our homeschool academy offers a number of benefits. First, it makes the church the center of growth-oriented activities, drawing families back into the heart of church culture. It provides job opportunities for members of the church who have a heart for impacting the next generation. Finally, it offers outreach opportunities through semester showcases where families can invite saved and unsaved relatives and community members to the church to hear the gospel and be encouraged by a new generation of leaders.

- Our church-based homeschool academy is an opportunity to reverse the trend of peer orientation and replace it with parent orientation, supporting the Luke 1:17 model of restoring the hearts of the parents to the children.
- Our church-based homeschool academy is an opportunity to increase intergenerational connectivity, providing a rich framework of relational discipleship and mentoring, providing young women with hope and vision, and providing young men with the training they need to carry the mantle of manhood.
- Our church-based homeschool academy is an opportunity to make CC Santee the center of spiritual formation and community, providing a holistic approach to family discipleship and the fulfillment of the Great Commission.

- Finally, the homeschool academy model brings a sense of kingdom-minded unity to the local church, drawing together families who may not have any other opportunities to interact in culture but who learn to grow together in pursuit of a common goal: educating the next generation in a biblical worldview and providing a form of educational discipleship that ensures the transmission of the faith from one generation to the next.

How Does Summit Christian Academy Operate?

Summit Christian Academy offers a wide range of flexible and affordable academic and elective support. Students can attend one class a week or a full day of classes. It's a flexible program designed to partner with parents in the homeschool journey. Parents pay a per-class charge, and that fee covers the staff's compensation and academy expenses. Parents are invited and encouraged to be part of the community by volunteering and or teaching rather than using a drop-off system, as the research overwhelmingly demonstrates that the number one predictor of a child's long-term socio-academic success is an involved parent.

Parents volunteer a minimum of six hours per semester in a variety of roles designed to engage families in authentic, Christian community as we educate our children, leaning on the strengths and giftings of the members of the Summit Christian Academy community.

Summit Christian Academy provides support by coming alongside parents, creating a model of education that supports the parent as the primary influence and gatekeeper in the child's life. Summit Christian Academy desires to see the next generation fully equipped for service to the Kingdom of God. As Psalm 102:8 says, "Let this be written for a future generation, that a people not yet created may praise the Lord."

Mentorship/Discipleship Model

Summit Christian Academy utilizes a mentor model built on personal and familial discipleship. Participating families are expected to be active members of Calvary Chapel to ensure spiritual growth and accountability. Students must adhere to the Student Code of Conduct, and parents must agree to uphold the policies and procedures set forth therein and adhere to parental expectations. Parents should be able to invest in their child's education during the days the Academy is not in operation, whether following the home study work assigned from a core class or upper level elective class, teaching their child to pray and understand the Bible, or working on a hobby or skill set the student is practicing. Because home education works from a tutor or mentor-driven format, students should find themselves working on school assignments and homework no more than four – five hours a day for older children (with exception of special projects) and two to three hours for K to 3rd grade. Unlike the traditional sector, where students have seven to nine

hours of school and homework per day, homeschooling provides rich margin for interpersonal development and discipleship.

What about Preschool?

A study at Stanford University of 14,000 PK students found that non-maternal preschool care has a number of deleterious effects. Though it temporarily raises math and reading scores (which even out by 4th grade), it also increases the likelihood of behavioral problems including fighting, cruelty, and destruction of property. And, sadly, the earlier the age of caregiving, the more the negative effects. Kids who attended non-maternal PK environments for 3 hours a day experienced negative effects, and kids who attended 6 hours a day saw a doubling of effects.

The National Institute of Child Health and Human Development found in a longitudinal study that the more time kids under 4.5 years old spend in non-maternal care, “the more behavioral problems they developed” Problems included defiance, talking back, tantrums, and refusing to cooperate. Cortisol levels rise when PK kids are in centers outside the home – *unless* they develop healthy adult attachments to teachers (which can be difficult with high turnover rate in the vast majority of US PKs).

Kids who spent more time in childcare were rated as “less socially competent by both their mothers and their kindergarten teachers.” Kids’ developmental immaturity makes them unreliable as social teachers. We become like the company we keep. Clearly non-maternal preschool care is simply not a good return on investment.

How does the Academy help? Currently, Summit Christian Academy does not provide preschool. However, as we grow and if the need arises, we will consider providing a co-op versus PK model. This model invites parent into the classroom where they will learn from the beginning of their child’s education that they are capable of teaching their own children. It also aligns with our vision statement that places family sovereignty at the center of education. In addition, this model will give parents an automatic community of support, role models and mentors whose children are in the K to 12 Academy, providing opportunity for mentorship and discipleship.

Why a Homeschool Academy?

Homeschoolers can study at home for their entire K-12 career. However, what we have found is that the support of the classroom can provide homeschoolers with a valuable community experience that fosters growth and maturity. And even though in the public sector, classroom management can be an ominous challenge, that doesn’t necessarily mean that the classroom model itself isn’t beneficial. When that classroom is built on labs instead of lectures, when the classroom is built on Socratic methodology that draws out critical thinking skills and engages students with the subject matter, when the classroom

offers an opportunity for iron to sharpen iron, these are powerful benefits to the homeschool community.

When the scholastic world began shaking and then crumbling in California this year, parents started seeing the dark underbelly of the public school system: the content their kids were being exposed to in the public sector, and they started wondering why their kids were stuck in the classroom seven hours a day with an additional three hours of additional homework each night when it actually only takes three hours a day to get through an entire school schedule from home. And, many parents began making the connection to the high rates of anxiety, depression, suicide ideation, sexually transmitted disease, atheism, and related tragedies to the influx of secular curricula in the public school's indoctrination system. Thus, after meeting with Pastor Gary Lawton and his wife Meef and discussing the dangers our Christian children were facing in the public school system, we believed it was time to launch this program to help parents who wanted to offer their children a Christian foundation for their education.

Our goal is to bring together a community of families that will support and encourage one another on their homeschool journey. We desire an environment where CC Santee can be at the center of both the spiritual and the academic culture of the homeschooling family. We desire an environment where children can grow in the grace and truth of Christ, where His name is not suppressed in the classroom and the parent is not supplanted as the authority in the child's life.

The Summit Christian Academy Model

Summit Christian Academy Does Not:

- Assign or file grades with parents or the state
- Record, receive, or file medical records
- File attendance records with the state
- Replace the parent as the main educator or influencer in the child's life

What Summit Christian Academy Does:

- Offers a regular support system for homeschool and charter school families
- Fosters a lifelong love of learning and an appreciation for the arts in the context of church and culture, helping to equip the next generation of leaders to excel in the home, the church, and the community.
- Strengthens Christian community, enhances socio-academic skills, and advances the Kingdom of God.

- Supports parents in choosing curricula and filing private school affidavits
- Connects families to ongoing support at the local, state, and national level

Summit Christian Academy believes in a holistic, hands-on model of education. Modern culture segregates ages in every sphere of life, from church to classroom to community-- pushing toddlers in one direction and grandparents in another. In this selective segregation, we are often robbed of the rich fellowship of intergenerational mentoring and apprenticeship.

Ephesians, Deuteronomy, Timothy, and Titus provide wonderful pictures of family discipleship, where our children are actually our resume. And yet many parents do not realize that God has equipped them to train up their children. Instead, they pass the baton to coaches, teachers, youth pastors, and community leaders. Summit Christian Academy reverses that mindset by coming alongside parents, creating a parent-directed model of education that supports the parent as the primary influence and gatekeeper in the child's life.

Statement of Beliefs and Leadership Expectations

Summit Christian Academy is a biblically-based model of education, and all employees hired within the Academy share in a core culture of spiritual DNA that forms the basis of how we treat ourselves and one another. Some slight variances in beliefs and behavior are normal in Christian institutions, of course, and many of these differences are often minor issues of personal opinion. In these matters of extrabiblical nature, it is vital to learn to agree to disagree and to demonstrate respect for another. As Paul said in Hebrews 12:14, we should endeavor, where possible, to live at peace with everyone. That said, there are also specific doctrinal statements upon which the Academy is founded, and in these, students, staff, and faculty should find commonality in agreement. We believe:

Overall statement of Faith:

Calvary Chapel Santee has been established as a fellowship of believers in Jesus Christ. Our supreme desire is to know Christ and to be conformed to His image by the power of the Holy Spirit. We are not a denominational church, nor are we opposed to denominations. However, we do not agree with the over-emphasis of doctrinal differences, which has led to division in the body of Christ. We believe that the only true basis of Christian fellowship is Christ's (Agape) love, and without which we have no right to claim ourselves Christians.

In Depth Statement of Faith:

1. We believe that there is one living and true GOD, eternally existing in three persons: The Father, the Son, and the Holy Spirit, equal in power and glory; that this triune God

created all, upholds all, and governs all things. (Genesis 1:1; Deuteronomy 6:4; Isaiah 44:8 and 48:16; Matthew 28:19-20; John 10:30; Hebrews 1:3).

2. We believe that the scriptures of the Old and New Testaments are the Word of God, fully inspired without error and the infallible rule of faith and practice. The Word of God is the foundation upon which this church operates and is the basis for which this church is governed. We believe that the Word of God supersedes any earthly law that is contrary to the Holy Scriptures. We believe that the King James Version of the Bible is the most accurate translation from the original ancient text. It is from this translation that we establish our doctrine and Statement of Faith. (Isaiah 28:13; Nehemiah 8:8; John 17:17; 2 Timothy 3:16-17; Hebrews 4:12; 1 Peter 1:23-25; 2 Peter 1:3-4 and 1:21).

3. We believe in the person of God the Father, an infinite, eternal, personal Spirit, perfect in holiness, wisdom, power and love; that He concerns Himself mercifully in the affairs of men; that He hears and answers prayer; and that He saves from sin and death all those who come to Him through Jesus Christ. (Deuteronomy 33:27; Psalms 90:2; Psalms 102:27; John 3:16 and 4:24; 1 Timothy 1:17; Titus 1:3).

4. We believe in the person of Jesus Christ, God's only begotten Son, conceived by the Holy Spirit. We believe in His virgin birth, sinless life, miracles and teachings, his substitutionary atoning death, bodily resurrection, ascension into heaven, perpetual intercession for His people and personal, visible return to earth. (Isaiah 7:14; Micah 5:2; Matthew 1:23; Mark 16:19; Luke 1:34-35; John 1:1-2, 8:58 and 11:25; 1 Corinthians 15:3-4; 1 Timothy 3:16; Hebrews 1:8; 1 John 1:2; Revelation 1:8).

5. We believe in the person of the Holy Spirit, Who came forth from the Father and Son to convict the world of sin, righteousness, and judgment, and to regenerate, sanctify and empower for ministry all who believe in Christ; (Acts 1:8; 2 Corinthians 3:18; John 16:8-11; Romans 8:26 and 15:13,16; Hebrews 9:14)

6. We believe the Holy Spirit indwells every believer in Jesus Christ and that He is an abiding helper, teacher, and guide. (John 16:13, 14:16-17 and 16:8-11; Romans 8:26)

7. We believe in the present ministry of the Holy Spirit and in the exercise of all Biblical gifts of the Spirit according to the instructions given to us in 1 Corinthians 12-14. (1 Corinthians 14)

8. We believe that all people are sinners by nature and, therefore, are under condemnation; that God saves and regenerates based upon faith by the Holy Spirit, those who repent of their sins and confess Jesus Christ as Lord. (Acts 8:15-17; Ephesians 2:1-3 and 8-9; Romans 3:23 and 5:8; Titus 3:5).

9. We believe in the universal church, the living spiritual body, of which Christ is the head and all who are born again are a part of the Body of Christ. (1 Corinthians 12:12-13; Ephesians 4:15-16)

10. We believe that the Lord Jesus Christ instituted two ordinances for the church: (a) full immersion water baptism of believers, and (b) the Lord's Supper. (Matthew 28:19; Luke 22:19-20; Acts 2:38; 1 Corinthians 11:23-26) We also believe that the Lord Jesus Christ validated the ordinance of marriage. (Matthew 19:4-5 and John 2:1-11)

11. We believe in the Second Coming of Jesus Christ which is His personal, visible return to earth and the establishment of His millennial kingdom, in the resurrection of the body, the final judgment and eternal blessing of the righteous and endless separation of the wicked. (Matthew 16:27; Acts 1:11; Revelation 19:11-16, 20:11-15)

12. We believe in a literal Heaven and a literal Hell and that all those who place their faith, hope and trust in Jesus Christ will spend eternity in Heaven with the Lord, while those who reject Jesus' free gift of salvation will spend eternity separated from the Lord. (Psalm 9:17; Matthew 5:3, 5:22, 18:9 and 25:31-34; Mark 9:42-49; Luke 12:5; John 3:18; Hebrews 12:23; 1 Peter 1:4; Revelation 14:10-11 and 20:11-15)

13. We believe in the Pre-Tribulation Rapture of the Church where all believers will meet the Lord in the air and be taken out of this world prior to the Tribulation that will come upon the earth. (Isaiah 26:20; Matthew 24:29-31; Luke 21:36; Romans 1:18, 5:9; 1 Thessalonians 1:10, 4:13-16 and 5:9; 2 Peter 2:7-9; Revelation 3:10, 5:7-10 and 7:13-14)

Summit Christian Academy Student Code of Conduct

1. Students are to follow the directions of Summit Christian Academy teachers and staff at Summit-sponsored events, including but not limited to field trips and performances.
2. Students are to display appropriate conduct during class session. This includes courtesies such as refraining from unkind remarks, profanity, coarse jokes, or other language that demonstrates disrespect or a lack of charity.
3. Students are to demonstrate respect and kindness to all staff and program participants. Students are not to gossip, lie, bully, or engage in physical or verbal fights with one another. Appropriate and biblical conflict management tools will be modeled, taught, and expected at Summit Christian Academy.
4. Students are expected to complete any assigned course work at home, to be on time to class, to bring the necessary class supplies, and to be prepared for the lesson. Students will not be permitted to sit in the back of the classroom and disengage. All students participate.
5. Students are encouraged to make wholesome friendships. Students should look upon one another as brothers and sisters in Christ and refrain from demonstrating romantic affection, or giving the appearance of romantic affection, at Academy functions.

6. Students are expected to demonstrate appropriateness in dress that exemplifies respect for oneself and for other students. This includes, but is not limited to showing the midriff, clothing that is too tight or short, or any emblems or verbiage on clothing that is determined inappropriate for the academy. Staff and faculty reserve the right to address the behavior of students who demonstrate a lack of awareness of the underlying principles of modesty and self-respect.

7. Summit Christian Academy students are encouraged to break the generational norms of screen/entertainment addiction. Unless the student needs to contact a parent, cell phones should be put away while the students are in class, at lunch, and on break. Friendships often develop in the margin before and after class, so students are encouraged to be engaged in the present moment and learn the art of face-to-face conversation.

8. Students are to display courtesy by remaining seated until dismissed, by treating church property with respect, and by cleaning up after themselves. Students are to respect the church facilities by taking care of the classrooms, not marking on the walls or tables, not pulling on wall displays, and by demonstrating care and respect for the buildings with which we have been blessed.

9. Students must be under the direct supervision of their parent or a Summit Christian Academy teacher at all times, including breaks, and it is the student's responsibility to be in an area that is appropriately supervised. Students will be signed in and out of the campus each day. Students must remain on site during lunchtime/breaks unless signed out by an approved family member.

10. Summit Christian Academy students are expected to refrain from immoral and illegal conduct. All weapons, illegal drugs, alcohol, and tobacco products are strictly prohibited from the facilities. Stealing, lying, bullying, cutting, fighting, or other acts of aggression toward oneself or others will be grounds for immediate dismissal from the program.

Parental Expectations

Parents are expected to uphold the Code of Conduct and to encourage biblical responsibility regarding student behavior. Disagreements with other Summit Christian Academy teachers, students, or parents are to be addressed in a biblical manner with the goal of resolve, forgiveness, and healing.

Summit Christian Academy's mission and vision is to partner with parents, not replace them. Summit Christian Academy does not provide final academic scoring or serve as the ultimate academic authority in a student's life; instead, Summit Christian Academy supports parent educators by offering core and elective classes through a biblical worldview.

Summit Christian Academy also offers multiple resources to help homeschoolers feel equipped to teach and train their children as described in Deuteronomy 6, Malachi 4, Luke 1, Titus 1 and 2, and throughout scripture.

Additional expectations are as follows:

The parent understands the educational model set forth by Summit Christian Academy and that the academy is teacher led and parent directed. The parent understands that they will be responsible for leading their child's education at home on days that they are not in attendance at the academy and that they have ultimate responsibility for their child's education. Parents are committed to making sure their child completes all academy work as assigned. Parents understand that Summit Christian Academy runs their classes Socratically, so if home study work is incomplete or not done, it affects the class as a whole. Therefore, parents agree that all of these things above are a requirement for students to attend the academy.

Parents understand that they will be educating under a Private School Affidavit which gives them the ability to homeschool under California State law.

Parents have read and understood the Summit Christian Academy Statement of Faith and understand that Summit Christian Academy will teach and operate from a biblical worldview, including praying for students and teaching students how to pray boldly and operate in the Holy Spirit.

Parents have read and understood the Summit Christian Academy Code of Conduct information, and agree to abide by the terms listed therein. As a parent, agreement is made to uphold the Code of Conduct and encourage biblical responsibility regarding student behavior. If a parent has a disagreement with a Summit Christian Academy teacher, student, or parent, they agree to address it in a biblical manner.

Code of Conduct and Expectations for Academy Teachers

Teachers should review the Student Code of Conduct form to ensure understanding of the expectations of our students. Teachers will be expected to uphold the policies expressed within the Student Code of Conduct. Additionally, teachers are expected to live a life above reproach and to adhere to the following guidelines:

1. Teachers are expected to prepare class lessons that are intended to foster a love of learning and an atmosphere of academic excellence, as expressed in the vision statement. Teachers should come to class prepared and on time.
2. Summit Christian Academy desires to maintain a high standard of excellence in behavior and academics. The dress code for teachers is "appropriate casual" or "business casual" attire.

3. Teachers are required to maintain a lifestyle that reflects the calling of Christian leadership and to refrain from behavior that would compromise the credibility of this ministry (2 Corinthians 6:14-7:1, Hebrews 13:4-5). Teachers must be connected to Calvary Chapel Santee Church (unless otherwise determined by the Director) and serving in some area of ministry or connect group, which provides for spiritual growth as well as accountability (Hebrews 10: 19-39, 1 Peter 2:9-17, Hebrews 13:7, Hebrews 13:17).
4. Teachers are expected to promote an environment of charity both within the classroom and amongst fellow teachers (Psalm 133:1). Teachers must not to engage in criminal conduct, use abusive or profane language, engage in inappropriate relationships of a sexual or emotional nature (up to and including sexual harassment), or provoke physical or verbal fighting in or out of the classroom. Neither smoking nor the consumption of alcoholic beverages is permitted on any represented campus.
5. Teachers are expected to demonstrate respect for all program participants and speak to students in compassionate yet authoritative terms (relying on grace and truth). The teacher is the authority figure in the classroom space, and the teacher is accountable to both the administrative staff and the leadership of the church while teaching at the Academy. Because of their potential for exponential influence, teachers are held to the highest of behavioral standards (James 3:1, Matthew 23:1-33).
6. Teachers are to display proper conduct during the class session. This includes courtesies such as refraining from unkind remarks, profanity, coarse jokes, or other language that demonstrates disrespect or a lack of charity.
7. Teachers are expected to maintain control of the classroom, helping students show respect, honor, and kindness to one another. Teachers should see their role as that of both instructor and guide, watching over the care of the class in terms of both academia and spiritual growth. However, we cannot expect a student to maintain a standard of behavior if the standard is not made clear. To this end, teachers should include a code of expected conduct in their class syllabus and this should be explained during the first day of class and then signed by each student. If a student does not respond to the godly correction of a teacher during class, and/or the student is engaging in disruptive or otherwise inappropriate behavior, the teacher will be expected to remove the student from class and notify the Site Coordinator of the incident, who will then notify the student's parents as well. Forms are available at each site should this process be required.
8. Students showcase their newly acquired skills/knowledge/talents in Semester Showcase performances in May and December. Teachers are expected to be prepared to showcase student learning for the production and to attend the performance if possible. Additionally, teachers meetings will be scheduled as

needed throughout the semester to make sure teachers feel supported, encouraged, and equipped for the journey.

Pricing Structure and Legal Oversight

All teachers and volunteers within the Summit Christian Academy system complete a thorough application process, provide personal references, are active members of Calvary Chapel Santee (unless otherwise determined by the Director), and receive annual performance evaluations from families and administration.

Summit Christian Academy recommends that families purchase membership of Home School Legal Defense Association, HSLDA, the best-known name in the homeschool legal industry. HSLDA provides access to legal advice, protection, and ongoing support for homeschoolers around the world. We will also encourage connection with local, state, and national homeschool leadership organizations such as the Christian Home Educators Association of California, Parental Rights, and Family Protection Ministries.

Pricing Structure: Courses are priced per semester (15 weeks) with one course being \$150 per semester (approximately \$10 per class) or \$1,800 per semester for all twelve courses for the semester (our core classes are counted as two classes as they meet twice a week). Monthly payment plans are available. Tuition refunds are available during the first week of classes. The \$25 per student (not to exceed \$100 per family) registration fees are nonrefundable.

Frequently Asked Questions Regarding Homeschooling

Is it legal to teach my own children? Yes, the Department of Education defines your self-hiring requirement as simply “qualified to teach.” We have great freedom in CA for homeschooling, and with great freedom comes great responsibility.

Am I capable of teaching my own children? With rare exception, the answer to that question is yes (No if there is no parental alliance OR both parents are working 40 hours a week outside the home)

How successful are homeschoolers? Dr. Bryan Ray’s stats show that homeschoolers outperform their public schooled counterparts by 37 points on average—even if the homeschooling parent never graduated from high school. Additional research and information are available at NHERI.org.

What online or in-person support can I find for homeschooling? There are over 200 support groups in CA, 14 here in SD, as well as hundreds of online curricula, conferences, podcasts, and millions more. Sign up at CHEAofCA.org and HSLDA.org.

Do homeschoolers take standardized tests? Standardized testing is not required in the state of California, but we recommend it as a process of monitoring and adjusting, seeing where your child is performing at the national level and making adjustments for the following year. Summit Christian Academy will provide links to standardized testing companies that provide this service.

Grading Policies

Whether parents file their own Private School Affidavit individually or file through another organization, students must be considered academically accountable and not open to claims of truancy. Participating parents recognize that Summit Christian Academy is a support program, not a replacement for the parent or the child's entire academic experience. Summit Christian Academy teachers do not assign grades for class work although they will help you track your child's progress. Summit Christian Academy does not keep a cumulative file of students' scores; this is the responsibility of the child's parents or parents' chosen PSP. In the state of California, homeschoolers are not required to file attendance or grade records with the state; however, we do suggest that parents utilize methods of assessment that will help set clear goals for their child's academic progress. Whatever the path you choose, Summit Christian Academy is here to walk you through this process.

Refund Policy

If a student begins a class and finds that the level is above or below his/her level of academic performance, the student may switch out that class before the second week of classes. Summit Christian Academy is a Christian academic program, so it does not receive funding from the secular state, unlike public charter schools. Therefore, the tuition payment holds a student's place in class and compensates the teacher and administration team. Tuition refunds only will be considered for extreme situations and on a case-by-case basis after the first week of school.

General Emergency Procedures and Preparedness

Academy Site-Specific Emergency Protocol

In the event of an emergency, teachers should escort their classes to the parking lot via doors in the classrooms that lead outdoors, taking along roll sheets but instructing students to leave behind all belongings if time is of the essence. Classes should line up quickly and calmly and then proceed to the designated exit area to await further instruction.

Classroom Management

As stated in the contract, teachers are expected to maintain control of the classroom environment. Because our mission is to raise up the next generation of leaders in the home and in the community, we hold our students to a number of expectations. First, students should call teachers by an appropriate name that demonstrates respect as well as the nature of the relationship (i.e., Mr. Smith). Additionally, it is important that teachers not overlook disruptive behavior. If a student consistently talks out or is otherwise disrespectful in class, the teacher should first clearly address the behavior (Sarah, we will have a time for class discussion, but this is not that time. Please stop talking to Sam so that we can all hear what the speaker is saying). We are all working on the same team to help students develop into image-bearers of Jesus. As is the case in adulthood too, this often requires sharpening and discipleship.

In the classroom, if a student does not follow the direction (and you believe the student heard and understood the direction), please send him or her to the Site Coordinator for further disciplinary action (calling the parent or having the child sit out the class, depending on the infraction). After class is over, you will be asked to complete an incident report detailing what happened so we can talk with the student's parents. As a teacher, you will need to determine with fairness whether the expectation was clear to the student, whether you are enforcing it with everyone equally, and if the disruption is one of rebellion or simply immaturity. For example, if the teacher is expecting a group of 7-year-old students to sit quietly for 30 minutes while he lectures, the expectation is unreasonable, and the method of teaching is not suited to the age of the student. Be firm, but be fair.

Lesson Planning

For those teaching in the Academy classroom, we must think in terms of a one-room schoolhouse model. We don't want to leave struggling learners behind; nor do we want fast learners to grow bored because they are ahead of the class. The secret of success here is twofold: group projects/discussions and ITAs. ITAs (if time allows) are extra projects to have ready for advanced learners—or for those moments when the lesson plan takes far less time to complete than the teacher had expected. We want to value students' time and parents' investments in the program, so we don't dismiss classes early; we are always prepared with extra activities to solidify the learning process. Teachers should plan their lessons using a variety of strategies to engage the classroom and bring theoretical concepts to life. The full-hour lecture classroom is, for the most part, a relic of the past. Modern teachers use lecture, group work, role-play, discussion, multimedia presentations, field trips, and a host of other strategies to get—and keep—their class engaged.

Below is a list of suggestions for keeping your class on track:

1. State the Objective

State the purpose of the activity. Tell what the students will learn and why it might be important to them, whether now or in the future.

2. Model/Explain the Learning

Explain to students as if they do not know anything about what you are teaching. Provide examples, demonstrate the learning and use questions to guide the learning. If this is a discovery lesson, let the students arrive at the answer inductively.

3. Check for Understanding

Provide feedback and reinforcement; ask questions and answer questions. Encourage students to express confusion/misunderstanding and to ask for examples.

4. Use Guided Practice

Give directions for the activity; identify materials and their use; determine the means of collecting and reporting data. Provide continuous feedback and reinforcement. Make corrections. Monitor and make contact with all students. Give learning cues. Re-teach areas of confusion: it's worth the time investment to make sure students grasp foundational concepts. Remember, good educational methodology is not a one-size-fits-all model.

5. Use a Summary

Summarize main points. Review and reemphasize main points. Pull information together. Ask students to give the main points.

6. Employ Collaboration

Gather students in small groups and have them test one another or the other groups on concepts covered in class. Give them role-play activities to reinforce learning. Get creative and collective. Gen Zs enjoy working together.

7. Evaluate Effectiveness

Check to see if the objective has been met. Provide enrichment activities or mentoring opportunities for those who master the objective. Re-teach using different strategies and materials for those who do not master the objective.

8. Monitor and Adjust

If current strategies are not working, try something new! The best teachers are organized and yet flexible. Be prepared, but leave enough room for the Holy Spirit to show up in your lesson.

9. Teach life skills

Teaching in this model is an opportunity for whole-student development and discipleship. Take the time to help students address skills that will hold them back in adulthood. For

example, Jesus calls us to forgive and to overlook offenses. Model and teach these interpersonal skills in the classroom.

10. Seek First the Kingdom

The most important skills we can demonstrate to our students and our children are found in their relationship with Jesus. Seek first kingdom-mindedness in every aspect of the classroom (and life!), and all the other extraneous, temporal things will be added unto us. Remember, as Proverbs 9:10 reminds us, fear of the Lord is the starting point, the beginning, of all wisdom.

Characteristics of a Good Teacher

There are numerous resources on teacher training, and there are many excellent authors on the subject. If you have never read Parker Palmer's *The Courage to Teach*, it's a great resource on inspiring learning and teaching to the heart. Denise Mira's book *No Ordinary Child* is a great primer on what it takes to raise up champions for the kingdom.

You can also search "best practices" for teachers by subject. The well-known homeschool site The Old Schoolhouse, has a new resource for teachers, SchoolhouseTeachers.org, which includes videos, lesson plans, and a host of resources for the homeschool teacher. Supplementing class with videos from Institute for Creation Research (ICR.org), Turn the Tide, and Focus on the Family can also be advantageous for our visual learners.

Additionally, the following list represents a variety of insights compiled from master teachers.

- Knows the subject matter
- Regularly reads books and professional journals on the subject
- Takes classes or attends training to learn about the subject matter
- Is prepared for class
- Has a detailed outline for the class as well as goals/objectives for the semester
- Prepares weekly class outlines
- Allots preparation time
- Periodically evaluates use of class time
- Avoids frequent irrelevant anecdotes and departures from the subject
- Plans useful homework and assignments
- Acquires and maintains excellent teaching skills
- Has a good rapport with students
- Is courteous and fair to all students
- Avoids sarcasm or humiliation
- Knows students personally by name and background
- Serves as a mentor more than a "buddy"
- Likes students and talks with them easily
- Explains ideas clearly

Asks fellow teachers to offer suggestions
Swaps ideas with other teachers
Attends seminars or classes on teaching techniques
Makes the subject interesting
Allows for individual differences

Various Instructional Methodologies

Lecture/presentation: Teacher talks almost all the time. If students participate verbally, their interaction is minimal with questions and responses that are either very short obvious answers. Though there is certainly a place for lecture, lecturing for more than 15-20 minutes at a time is generally not an effective strategy for Gen Zs.

Problem modeling: Teacher demonstrating or modeling how to solve a new problem.

Student presentation: Students lead, speak, or demonstrate. Gen Zs love this format.

Lecture with discussion: Teacher talks some of the time and engages students in discussion related to the topic. This differs from lecture in that students participate by answering questions that generally require more than a one-word answer. This differs from class discussion in that there is almost no student-to-student communication.

Teacher demonstration: Teacher shows how something works or how to do something. This differs from Problem Modeling in that it involves the use of some type of equipment or materials.

Class discussion: Student-to-student talks in full class setting.

Written work: Writing individually on worksheets, lab write-ups, journal entries, or other writing assignments, or combined with Small Group Discussion.

Small Group Discussion: Students (2 or more) engage in conversation with each other about subject matter in small groups.

Hands-on activity/materials: Students participate in an activity that involves manipulating materials.

Cooperative learning: Structured Small Group Discussion with individual roles, group accountability, and group processing.

Learning center/station: Students working at various stations related to particular topics. This may occur in elementary classrooms or in laboratory classes. Families with multiple children schooling together can also utilize this method.

Teacher interacting with students(s): Teacher moving among individuals or groups of students and talking to them.

Out-of-class experience: e.g., field trips, intersections with other classrooms, concerts.

Assessment: e.g., quiz, think aloud, problem set, exam, informal observation.
Homeschoolers often use dialogue-based assessments which prepares them for critical thinking and Socratic seminars.

Program Summary

The Summit Christian Academy model provides a supportive community for parents embarking on the homeschool journey. Summit Christian Academy promotes a biblical process of nurture and admonition in the classroom. The teacher provides adequate boundaries to help children feel safe as they learn and grow, reinforcing the foundations of the faith taught in the home and the church.

As King Solomon reminds us, pleasant words promote instruction. The spoken word has life and power, and as parents and educators, we use our words to sharpen and steady the next generation and to learn and grow ourselves as teachers in a Christian community. We make the most of every opportunity and every teachable moment.

The homeschool academy model creates a balance between time at home and time in community; this facilitates the human need for both reflection and connection, offering academic and enrichment-oriented educational programs within a learning community model.

In the Academy model, students grow in their knowledge of God's kingdom as they learn to develop and strengthen their gifts and talents in a healthy Christian community grounded on a biblical worldview and situated in the involved parent model. Teachers and parents co-labor together to raise up godly children that will make an impact for the kingdom of God on their culture. As the old adage reminds us, "Only one life, twill soon be past—only what's done for Christ will last."

Parent Teacher Evaluation Form

SUMMIT CHRISTIAN ACADEMY Teacher Evaluation Form

Teacher: _____ Class: _____

Your honest, anonymous feedback on this evaluation helps us improve Summit Christian Academy each year.

Please circle the appropriate level (number) for each skill being evaluated:
1=rarely, 2=once in a while, 3=sometimes, 4=most of the time, 5= always or almost always

Skill/Qualification	1	2	3	4	5	NA
Teacher is organized and prepared for class.	1	2	3	4	5	NA
Teacher knows his/her subject well.	1	2	3	4	5	NA
Teacher makes the subject meaningful.	1	2	3	4	5	NA
Teacher accommodates individual needs and learning styles.	1	2	3	4	5	NA
Teacher is clear in giving directions and explaining what is expected in class and on assignments/homework.	1	2	3	4	5	NA
Teacher encourages students to be active learners.	1	2	3	4	5	NA
Teacher manages classroom time well.	1	2	3	4	5	NA
Teacher returns homework in a timely manner.	1	2	3	4	5	NA
Teacher grades fairly.	1	2	3	4	5	NA
I have learned a great deal about this subject from this teacher.	1	2	3	4	5	NA
Teacher listens and understands each student's point of view.	1	2	3	4	5	NA
Teacher holds the attention of the class.	1	2	3	4	5	NA
Teacher is sensitive to the needs of others.	1	2	3	4	5	NA
Teacher seems to like working with students.	1	2	3	4	5	NA
Teacher welcomes questions and gives help when asked.	1	2	3	4	5	NA
Teacher is consistent and fair in discipline.	1	2	3	4	5	NA
Assignments and discussions fulfill course objectives.	1	2	3	4	5	NA
Teacher is a good role model for SUMMIT CHRISTIAN ACADEMY.	1	2	3	4	5	NA

Open-ended feedback:

1. What does this teacher do very well?

2. In what area could this teacher improve?

Summit Christian Academy

Teacher Classroom Observation and Evaluation

Teacher Observed _____ Grade _____
 Date of Observation _____ Course Observed _____

Rating Scale: 1 = very poor, 2 = weak, 3 = average, 4 = good, 5 = excellent
 If item is not assessable or applicable, please write NA in the right margin.

CONTENT

Clear and specific main ideas	1	2	3	4	5
Sufficient variety in supporting information	1	2	3	4	5
Evidence of biblical worldview	1	2	3	4	5
Ideas related to prior/practical knowledge	1	2	3	4	5
Material provided hands-on application	1	2	3	4	5

ORGANIZATION

Captured students' attention in opener	1	2	3	4	5
Provided overview/purpose/goal of class	1	2	3	4	5
Used effective transitions and organization	1	2	3	4	5
Reviewed by connecting to previous classes	1	2	3	4	5
Previewed by connecting to future classes	1	2	3	4	5

INTERACTION

Questioned students at different levels	1	2	3	4	5
Provided sufficient wait time for responses	1	2	3	4	5
Attempted to include and engage all students	1	2	3	4	5
Received engaging student questions	1	2	3	4	5
Provided informative responses to questions	1	2	3	4	5
Incorporated student responses in lecture	1	2	3	4	5
Demonstrated warmth and concern	1	2	3	4	5
Demonstrated good rapport with class	1	2	3	4	5
Called/responded to students by name	1	2	3	4	5

VERBAL/NONVERBAL

Used clear and appropriate language	1	2	3	4	5
Used clear articulation and pronunciation	1	2	3	4	5
Managed classroom time well	1	2	3	4	5
Spoke extemporaneously but professionally	1	2	3	4	5
Had effective voice quality, rate and volume	1	2	3	4	5
Maintained control of the classroom	1	2	3	4	5
Used effective body movement/gestures	1	2	3	4	5
Used effective eye contact with students	1	2	3	4	5
Showed confidence and enthusiasm	1	2	3	4	5

USE OF MEDIA/VISUALS

Visual content clear/well organized	1	2	3	4	5
Visual aids were easily read/seen	1	2	3	4	5
Provided an outline/handouts	1	2	3	4	5

OPEN-ENDED REVIEWS

STRENGTHS: (e.g., warmth and rapport, use of personal narratives, positive feedback, opportunity provided for student questions)

WEAKNESSES: (e.g. unable to answer student questions, limited topic knowledge, relevance of examples, lack of rapport with class, etc.)

STANDOUTS/ADDITIONAL FEEDBACK:

OVERALL EFFECTIVENESS RATING 1 2 3 4 5

Date _____ Observer Name (Printed) _____

Observer Signature
