Teacher Competencies of the Wholistic Educational System[1]

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INTRODUCTION

This instrument—Teacher Competencies of the Wholistic Educational System, referred to here as TC-WES[3] [4]--was originally written to guide the training of non-credentialed, preschool and primary school teachers at a Catholic-oriented school. This version has been written for primarily Bahá'í-oriented, preschool and primary teacher training and professional growth programs. For other audiences, it would need to be adapted to the philosophy, mission, vision, and culture of the educational institution; to the professional level of the faculty; and to other levels of schooling, e.g., in the American system: upper elementary school, middle school, high school, and college.

The TC-WES is based on the theory of teaching of the Anisa Model of Education[5] as developed in the Wholistic Educational System (WES).[6] An introductory slide program on WES with notes and other basic documents are available at:
https://docs.google.com/presentation/d/1kdEHvyP1FJsGYyCliMU4bpremIAARIo1/edit?usp=sharing&ouid=111974066505067209750&rtpof=true&sd=true

TC-WES can be used as a resource for teacher preparation programs in schools of education at colleges and universities as a source of course content and by in-service staff developers and supervisors as a source for designing workshops and observation checklists needed for feedback and evaluation in schools of various types. In either setting, teacher training in The Wholistic Educational System (WES) consists of the following five basic steps:[7]

1. Understand how the following foundational bodies of knowledge and personal ways of knowing have informed and will continue to inform the development of WES and how to apply them in one's teaching praxis:
   a. Divine guidance obtained through:
      i. The study of the revealed and sacred scriptures, writings, and traditions of the world, of the one "ancient Faith of God"[8] that has been renewed about every thousand years by the Prophets of God, as they apply to the field of education and its role in building a new, divine civilization characterized by world unity, a global order, social justice, and peace.
      ii. Personal means such as prayer, meditation, intuition, daydreams, night time dreams, communion with nature, and conversations.
   b. The arts and other humanities: philosophy (especially process philosophy, the principal source of WES's philosophy of education), history, religious scholarship, literature, performing arts, and visual arts (especially film).
   c. Science: physical sciences, life sciences, social sciences, formal sciences,[9] and applied sciences.[10]
2. Acquire a thorough understanding of how all of the above have been synthesized in the philosophy of education of WES and how this educational philosophy can be applied at the individual, classroom and institutional levels.
3. Internalize these research/evidence-based theories and their application:

   a. Development
   b. Learning
   c. Curriculum
   d. Teaching
   e. Administration
   f. Learning community-environment relations
   g. Evaluation
4. The teacher, in relation to the teacher-training topic or professional growth objectives, observes exemplary, theory-informed praxis (in person, via a live camera, or via audiovisual recordings).[11]
5. The teacher, in relation to the teacher-training topic or professional growth objectives, applies the theories with learners: first alone with students and then while being observed by a competent professional who gives timely and caring feedback.[12] [13]

How quickly teachers in training or credentialled teachers master these steps will vary because each has her or his own level of development; rate of development; degree of motivation; and personal circumstances at the time of the training.

There are, no doubt, innumerable competencies that comprise excellence in teaching. What has been attempted in this document is to identify the most important competencies of a "WES Master Teacher." Although schools in different cultures and different contexts within a given culture that are based on WES will be unique, there are certain developmental universals of learners and common teaching competencies and curricular objectives that enable WES to be replicated anywhere in the world. There are also characteristics of WES that will render it clearly distinctive from more traditional approaches to education. These include the following:

1. WES is based on a scientific paradigm for education with a set of first and corollary principles.[14]
2. It has a body of coherent and comprehensive body of research/evidence-based theory covering development, learning, curriculum, teaching, administration, learning community-environment relations, and evaluation.
3. It is both deductive and inductive in its development.
4. It provides systemic definitions of its terminology.
5. It views reality as a whole and human nature and each learner as part of that reality, as being multidimensional -- physical, social, psychological, and spiritual.
6. It expands the definition of "environment" to include all entities composing reality which are classified as belonging to the physical environment, the social environment, the psychological environment, or the spiritual environment. All of these environments are contained in the environment of the self and all five of these environments contain, for the learner, known aspects, unknown but knowable aspects, and ultimately unknowable aspects.
7. It views learners as being inherently attracted to exploring the unknown and unknowable; the mysterious and transcendental aspects of life.
8. It approaches education developmentally thereby committing educators to providing each learner with what she/he needs, when she/he needs it, and for as long as she/he needs it; and to tracking each learner's progress through the curriculum.

9. It balances seven, vertical, curricular strands that enable the learner to be effective with the physical, social, psychological, and spiritual environments, and with the environment of the self. (See the WES Basic Curriculum Framework Chart):
    a. Processes (innate potentialities)
    b. Declarative knowledge from the culture (content)
    c. Procedural knowledge or skills as a fusion of process and content
    d. Higher-order symbol systems (such as mathematics, written language, and the arts)
    e. Values (composed of habits and virtues)
    f. Higher-order competencies (such as creating a musical or organizing a major event)
    g. Ideals (that lure forward the development of the above)
10. It closely connects knowledge, i.e., facts, concepts, principles, theories, and paradigms, with their practical application such as hands-on projects, experimentation, problem-solving, personal development, and service to others.
11. It aims to teach each learner to become both a life-long learner and a life-long teacher of her or himself.

The TC-WES can be used by teachers, preferably, in consultation with a staff developer,[15] as a resource for both identifying and celebrating areas of strength and accomplishment and for diagnosing the needs of the teacher and selecting a limited, prioritized, and manageable set of competencies for the next, logical, challenging-yet-achievable, phase of the teacher's professional growth program. For experienced teachers, some competencies can be synthesized into an overarching competence. For new and less experienced teachers, some competencies may need to be differentiated further into sub-skills.

In addition to the five steps of teacher training listed above, this instrument breaks down the fifth step—theory application—into more specific sets of competencies related to the following five phases of WES's meta-theory of teaching.[16]

1. Diagnosing each learner's potentialities, talents, levels of development and knowledge acquisition, and needs in relation to the objectives in each horizontal dimension and vertical strand set forth in WES's Basic Curriculum Framework Chart[17]
2. Prescribing particular interactions with particular environments in order to achieve the targeted, curricular objectives[18]
3. Arranging and controlling those environments
4. Guiding the learner's interactions with those environments
5. Assessing the learner's achievement of the selected curricular objectives

As teachers grow in their mastery of the following competencies, the educational institutions where they teach will grow in their implementation of The Wholistic Educational System. Improvement is never-ending. Hence, these competencies should be viewed as "a never-ending pathway towards excellence."

Due to the manifold, multidimensional nature of WES, it should be kept in mind that the competencies are physical, social, psychological, and spiritual in

nature. Physical, concrete competencies are easier to observe and quantify. Social competencies deal with the teacher's ability guide relationships which are often quite subtle in nature. Psychological competencies that deal with the management of ideas, feelings, planning the future, etc., are even more abstract. Competencies that are of a spiritual nature are perhaps the most important of all and depend on the spiritual awareness and sensitivity of the teacher. When any of the competencies are the focus for professional growth, both quantitative and qualitative observations will need to be utilized.

Quantitative observations are more objective in nature and focus on behaviors that are more observable, countable and measurable, such as the arrangement of the physical classroom environment, the frequency of feedback given to students, the number of times students consolidate their learning by being asked to "turn-and-talk" with a partner, or the frequency and types of questions asked.

Qualitative observations are more subjective in nature and focus on such things as classroom atmosphere, language tone, spirit of enthusiasm, body language, and patterns of behavior.

There are also teacher competencies that are so subtle and intuitive that they are difficult or even impossible to observe. Teaching can range from being a precise science to being a highly creative process, art or craft. As stated in the theory of evaluation: "[The theory] admits the ineffability of many vital aspects of human experience (thereby avoiding possible inadvertent biases proceeding from an unrecognized assumption that whatever is not measurable is not important)."

It should also be kept in mind that, increasingly, teacher competence is needed not only in what should be included (i.e., positively prehended) in the environment and taught but also what should be excluded from (i.e., negatively prehended), diminished, or, at least, effectively dealt with, in the environment and explicitly addressed. Hence, a supplementary "Negative Prehension" curricular strand has been included in WES for such phenomena as pandemics; harmful drugs; teenage pregnancy; arms; armed intruders; bullying; addiction to social media, electronic gaming, and/or online pornography; self-harm; suicide; detrimental mindsets such as materialism, racism, classism, sexism, homophobia, and extreme nationalism; and the impacts of extreme weather conditions.

Usually, sets of no more than 40 competencies—based on a combination of the needs of the particular teacher and the goals of the school system--are selected for observation and feedback. Many competencies can be observed during a traditional class period of about 45 minutes. Other competencies, such as planning and some aspects of assessment, cannot. For this reason, one of the best uses of this instrument is for self-assessment and improvement. For teacher mentoring, coaching and evaluation, a combination of observation, consultative conversation, and portfolios—both physical and digital—are needed; the result of which, preferably, is the creating or reviewing and updating of an ongoing, professional growth program.[19]

If this instrument is used to create an observation and feedback form, space needs to be provided for written comments and questions for later discussion during a post-observation conference. If a rating system is necessary the following options could be considered:

These letters could be used to indicate the degree of competence:

M = This competency has been **M**astered
P = This competency has been **P**artially achieved
A = Special **A**ttention needs to be given to this competency
N/A = **N**ot **A**pplicable

If a numerical system is needed, based on the above, M could be given a value of 3; P, a value of 2; and A, a value of 1.

Another possible rating system, especially for the self-assessment of teaching skills, could be based on frequency, e.g., “I show this competency: consistently, most always, sometimes, seldom, or, it is not applicable to my situation (N/A).”

It is important to note that the “N/A” rating may be useful for various anticipated and unforeseen situations which include those circumstances when school administrators need to provide financial and human resources to support the implementation of a particular competency. For example, in order to gain the wholistic perspective and internalize the theories, documents and training need to be provided; in order to provide manipulatives and other didactic materials or the raw materials and/or the time to make them, funds need to be made available; in order to arrange a comfortable environment, fans and lights need to be in working order and appropriate-sized furniture needs to be provided; and so on. In order for this innovative system of education to work, teachers cannot be expected to provide for all of their own needs. Their acquisition of nearly every one of the TC-WES competencies requires some kind of support service in order for it to be fully implemented. Hence, these competencies should also be considered as an implementation checklist for school administrators who need to ask themselves, "What do we need to do in order to support teachers in their acquisition and practice of these competencies?"

In addition to the TC-WES being used by teachers, staff developers, and administrators; in order to provide more comprehensive, “360°” feedback on a teacher’s performance, ideally, a teacher’s students, her/his students’ parents, colleagues, team leaders, and/or department chairpersons could also use appropriate instruments based on this document.

The TC-WES can also be viewed as a master teacher’s job description. Although, probably, few teachers presently have all of the knowledge and skills listed in this document, in future, when education is given the importance and financial support that it deserves and needs, these competencies will be considered minimal for anyone charged with the profound responsibility for educating a fellow human being in all dimensions, i.e., educating each learner’s soul, mind, relationships, skills, and body (especially the brain, the most complex entity known in physical existence).

As a final note, it should be emphasized that the quality of any self-assessment, observation, feedback session, or evaluation, no matter how comprehensive and detailed the instrument may be, will ultimately depend on the quality of the training, experience, caring attitude and sincerity of its user.

The Categories of the Teacher Competencies of the Wholistic Educational System (TC-WES)

1. The foundational bodies of knowledge that inform WES: divine guidance, the arts and other humanities, especially process philosophy, and science;
2. WES's philosophy of education;
3. The body of research/evidence-based theory regarding development, learning, curriculum, teaching, administration, learning community-environment relations, and evaluation;
4. The basic curriculum framework and leveled curriculum designs: universal and culture-based learning topics and objectives organized using charts, curriculum design outlines, and other documents;
5. Diagnosis: diagnosing, in relation to the objectives of the curriculum, the potentialities, talents, passions, developmental levels, content knowledge, and needs of each learner and prescribing the learning experiences needed in order for the learner to achieve the curricular objectives at an optimum rate; to cultivate her/his potentialities, talents, and passions; to advance her/his developmental level; to increase her/his knowledge and skills; and to meet any other of her or his educational needs;
6. Prescription:[20] based on the diagnosis, prescribing, via short, medium, and long-term plans, particular types of interactions with particular environments in order for the learner to achieve the objectives of the curriculum;
7. Arranging and controlling[21] the environment: The overarching purpose of arranging and controlling (1) the physical, social, psychological, and spiritual environments; (2) all of these as they apply to the environment of the self; and (3) these three aspects of each the above: (a) their known aspect, (b) their unknown but knowable aspect, and (c) their ultimately unknowable aspect; is to enable the learners to achieve the objectives of the curriculum while providing for a balance of freedom and control in the learning process:
   a. Arranging and controlling the physical environment:
      i. Arranging and controlling the classroom environment: These competencies deal with such aspects as classroom furniture, student "traffic patterns," and didactic materials;
      ii. Arranging and controlling the technological and virtual environment: These competencies cover, especially, the use of computer-based technology, e.g., computer hardware, software, and blended learning both in the classroom and when students are learning online from their homes;
   b. Arranging and controlling the social environment—students and adults: Sometimes referred to as "social engineering," these competencies deal with arranging students within whole-group settings, in small groups, and in pairings of various types. They also address the utilization of adult human resources;

c. Arranging and controlling the psychological environment: These competencies, in general, deal with the emotional and intellectual climate of the classroom;[22]
d. Arranging and controlling the spiritual environment: These competencies relate to the teacher's ability, in a variety of ways, to invoke the presence of spiritual entities: e.g., God, His Manifestations, the Holy Spirit, and ancestors;
e. Enhancing the students' ability to arrange and control the environment of their self: These competencies are concerned with each student's ability to positively prehend the physical, social, psychological, and spiritual entities that will enhance her/his process of becoming and to negatively prehend those that will block or deter it;
f. Arranging and controlling the environment of the teacher's self: These competencies address the need for the teacher to enter the school each day as his or her best self—physically; socially, i.e., being in a positive relationship with her or himself as a person; psychologically; and spiritually;

8. Guiding interactions of students and adults:
   a. Guiding interactions of students: These competencies include the ability to communicate verbally and nonverbally, to formulate appropriate questions, to establish classroom ground rules (with appropriate positive and negative consequences for following and for not following the rules), and to manage the classroom;
   b. Guiding interactions amongst adults: These competencies include effective communication with colleagues and parents;
9. Assessment of student achievement: These competencies include the expansion of teachers' repertoire of assessment methods; and
10. Other responsibilities and professional growth: These competencies include such areas as abiding by school policies and guidelines, record keeping, reporting, and competence in self-teaching for professional growth.

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THE TEACHING COMPETENCIES

Category 1: The Foundational Bodies of Knowledge that Inform the Wholistic Educational System (WES)

1. The teacher grasps the notion that education is an enterprise that is to be approached, lived, and enjoyed wholistically, that is, experientially,[23] humanistically,[24] scientifically,[25] philosophically,[26] aesthetically,[27] and spiritually.[28]

Divine Guidance

The teacher:

2. Understands how divine guidance has informed and will continue to inform WES and her/his teaching via various means:
   a. Principally, via the personal and group study of the sacred scriptures, writings, and traditions of the world which, together, form the one "ancient faith of God" that is renewed once in about every thousand years by His

Messengers; and the application of the insights and wisdom gleaned from this study to the field of education as it increasingly contributes to the building of a divinely inspired, united, just, and peaceful world civilization;
   b. Secondarily, and more personally, via such means as prayer, meditation, intuition, daydreams, night time dreams, communion with nature, and conversations.[29]
3. Understands the concept of progressive revelation, i.e., that religious truth is relative to the needs of the age in which the Messenger of God appears.[30]
4. Understands that God, through His Prophets and their chosen interpreters, have set forth the following, principal purposes of life:
   a. To know, love, and worship God[31]
   b. To attain the presence of the Creator[32]
   c. To attain the grace of God[33]
   d. To acquire virtues[34]
   e. To serve others[35]
   f. To promote the oneness of humanity[36]
   g. To carry forward an ever-advancing civilization[37]
   h. To prepare for life beyond death[38]
5. Understands that the Creator, through His Manifestations, "breathes into" each created thing its general and unique potentialities; inspires each entity with subjective aims[39] and with service-oriented purposes.[40]

The Arts and Other Humanities

The teacher:

6. Understands how the arts and other humanities--philosophy, history, religious scholarship, literature, performing arts, and visual arts (especially film)—have informed, are currently informing, and have great potential for continuing to inform the field of education.
7. Draws upon the arts and others humanities to enrich her/his teaching.

Process Philosophy

The teacher:

8. Understands the following concepts of the process philosophy of WES (which are drawn primarily from the cosmology of Alfred North Whitehead) and how to apply them in her/his teaching:

scheme of thought: - coherence - logical consistency - applicability - adequacy paradigm shift reality actual reality non-actual reality process change potentiality actualization	creativity time inheres in process interaction environment hierarchical ordering positive prehension negative prehension value meaning faith immanence transcendence consciousness	order & novelty subjective aim & final cause concrescence causality: - material - efficient - reciprocal - formal - final - primal - spiritual - self

Science

The teacher:

9. Understands how the physical sciences, life sciences, social sciences, formal sciences, and applied sciences have informed, are currently informing, and have great potential for continuing to inform the field of education.
10. Understands how the history of science is characterized by paradigm shifts[41] and how WES represents a shift from a reductionistic and mechanistic paradigm to a holistic and organismic view of reality and of human beings as a part of that reality.
11. Understands how WES meets the criteria for being considered[42] a new scientific paradigm for education.
12. Draws on science and applies the scientific method[43] to enrich her/his teaching.

Category 2: The Philosophy of Education

The teacher:

13. Acquires a thorough understanding of how all of the above have been synthesized in the following statement regarding the philosophy of education of WES and how this educational philosophy can be applied in the classroom and in the school:

> The aim of education is to enable the learner to become a life-long learner and teacher of her/his self and others; a learner who is able to consciously and continually:
>
> (1) discover, actualize, develop, expand, and refine, at an optimum rate, her/his potentialities, that is, her/his latent, special, God-given talents and other capacities which are physical, social, psychological, and/or spiritual in nature;
>
> (2) acquire beneficial knowledge, symbol systems, skills, habits, values, virtues, higher-order competencies, and ideals while rejecting all that is detrimental to her/his well-being;
>
> (3) place all of the above at the service of the world;
>
> (4) know, love, and worship the Creator through knowing and loving His/Her Manifestations, their Revelations, and His/Her creation (which includes the learner's self);
>
> (5) actualize the potentialities of other people, social entities, and other aspects of the world; that is, to strive to bring about the highest good for all people and all other things everywhere;
>
> (6) carry forward an ever-advancing, sustainable civilization characterized by the recognition of the inter-relatedness of all things, the oneness of God, the oneness of religion, and the oneness of humanity;

the appreciation of human diversity; the establishment of a divinely-inspired global order; the implementation of social justice; and the enjoyment of international harmony and world peace; and

(7) prepare her/his soul for the afterlife.

Category 3: The Body of Research/Evidence-based Theory and Its Application

The teacher:

14. Has internalized these research/evidence-based theories, their key concepts, and knows how to apply them to the educational process:
    a. *Development*: defined as (1) the process of translating potentiality of an entity into actuality via purpose-guided interaction with and positive and/or negative prehension of environmental entities; (2) the actualization of potentiality resulting in an increase in the complexity of organization of an individual or social group physiologically, socially, psychologically, and/or spiritually.
    b. *Learning*: approached as a rhythm composed of three phases leading to learning competence and self-teaching competence: romance,[44] precision[45] (containing two sub-processes: differentiation[46] and integration[47]), and generalization;[48]
    c. *Curriculum*: defined as the body of learning objectives to be achieved, usually under the guidance of a teacher;[49]
    d. *Teaching*: approached as a five-phase process— (1) diagnosis, (2) prescription, (3) arranging and controlling environments, (4) guiding interactions, and (5) assessment;
    e. *Administration*: defined as the ability to "minister" to the needs of the learning community and its institutions; to "serve" its constituents; and to acquire the human and material resources needed to maintain its achievements and to lead its development into the future as set forth in its stated philosophy of education, mission and vision;
    f. *Learning community-environment relations*: viewed as the need for the participation of the parents, other family members, and the community and its institutions in the life of the learning community / educational institution in order to increase harmony amongst these stakeholders, to decrease fragmenting discontinuities and conflicting loyalties that impair the release of the learners' potentialities, to obtain beneficial resources from the external environment, and to block or diminish the entry of detrimental forces into the learning community;[50]
    g. *Praxis*: (Though not yet a specific theory, the purpose of this component of WES is to balance top-down, deductive development with bottom-up, practice-based, inductive development of the educational system.); and
    h. *Evaluation*: defined as the determination, through various, appropriate means, of the value, quality, and coherence of all of the components of the educational system or institution, thereby providing for its continual improvement and self-renewal.
15. Understands the following concepts and terms from the body of theory and how to apply them in her/his teaching:

As expressed in the basic & supplementary curriculum framework charts:	Cross-domain strands for the: • Known • Unknown but knowable • Ultimately unknowable Supplementary Curricula for: • Causality • Regulatory Systems • Negative Prehension • Role Models Effectance Motivation Learning Competence Fiducial Competence Self-teaching Competence
5 horizontal, environmental strands: physical, social, psychological, spiritual, & the self 8 vertical strands: 1. Process curriculum (innate potentialities) 2. Declarative knowledge (cultural content curriculum) 3. Procedural knowledge (skills) 4. Higher-order symbol systems 5. Values (⊃ good habits & virtues) 6. Higher-order competencies 7. Ideals 8. Curriculum of the Self	

Category 4: The Basic Curriculum Framework, Curriculum Designs, Curriculum Integration, and Planning

Curriculum framework

The teacher:

16. Understands the Basic Curriculum Framework Chart and the Supplementary Curriculum Framework Chart.
17. Has knowledge of physical growth, maturation, and the developmental sequence for the ages being taught, including how to appropriately enhance these basic processes:
    a. Hygiene
    b. Nutrition[51]
    c. Exercise
    d. Leisure
    e. Rest
18. Has knowledge of the social developmental sequence for the ages of learners being taught, especially in these basic areas:
    a. Family relationships
    b. Friendships, including:
        i. How to choose, make, and keep good friends
        ii. How to be a good friend
        iii. How to discontinue detrimental relationships
        iv. How to beneficially influence others
19. Has knowledge of the psychological developmental sequence for the ages being taught, especially in these basic areas:[52]
    a. Perceptual development

b. Psychomotor development
c. Cognitive development[53]
d. Affective development[54]
e. Volitional development

20. Has knowledge of spiritual development for the ages being taught, especially in relation to these basic areas:
    a. Development of faith in and a loving relationship with God, His Manifestations, the Word of God, and the Center of the Covenant; and
    b. Development of a devotional attitude and practices, especially, prayer, meditation (various methods according to purpose), scripture study, and, beginning at the age of 15, fasting.
21. Has knowledge of WES's learning paradigm: romance, precision, and generalization.
22. Has knowledge of the following curricular strands[55] at the level being taught, at the preceding level, and at the following level, i.e., approximately three years of development.
    a. Process curriculum (innate potentialities, capacities, powers, and/or structures);
    b. Declarative knowledge (the content curriculum, i.e., socially transmittable, cultural knowledge);
    c. Higher-order symbol systems, especially mathematics, language, and the arts;
    d. Procedural knowledge (skills as a fusion of the above strands);
    e. Values (including habits and virtues);
    f. Higher-order competencies; and
    g. Ideals; and
    h. These supplemental strands:
        i. Regulatory systems, e.g., laws
        ii. Causality
        iii. Negative prehensions
        iv. Role models

Curriculum designs[56]

23. Contributes to the writing of curriculum designs for her/his assigned level.
24. Implements the school's developmental, age, or grade-level based curriculum design for the above curricular strands.
25. Regularly updates the curriculum design for her/his assigned level.

Planning

26. Organizes curricular concepts and objectives to match the students' developmental levels.
27. Develops a logical sequence of long-range goals, and organizes and carries out the weekly and daily plans within this framework.
28. Planning allows sufficient time for most students to achieve task closure.
29. Uses a plan book or lesson plan software that shows advanced planning.
30. Provides emergency lesson plans for substitute teachers that are correlated with the curriculum, are well-organized, and are updated as needed, preferably, at least, at the beginning of each learning unit.
31. Adapts curricular concepts, objectives and activities to the life experience of the students.

32. Plans a wide range of activities to achieve curricular objectives with an eye to balancing quiet, listening, seeing, reading, writing, and thinking activities with activities that are characterized by action, movement, heightened emotion, singing, dancing, dramatizations, "hands-on" learning, and real-life experiences.
33. Plans activities that provide time for whole group instruction, for small group instruction and projects, and for individual instruction and projects.
34. As much as possible and practical, plans activities that allow some type of choice to be made by each student.
35. Planning includes the provision of time for students to explore "what they want to learn," in addition to "what they need to learn" as stipulated in the curriculum.

Curriculum integration

36. Integrates physical health objectives, such as hygiene, nutrition, exercise, leisure, and rest with other curricular objectives.
37. Integrates psychomotor process objectives with other curricular objectives.
38. Integrates perceptual process objectives with other curricular objectives.
39. Integrates cognitive process objectives with other curricular objectives.
40. Integrates affective process objectives with other curricular objectives.
41. Integrates volitional process objectives with other curricular objectives.
42. Integrates major content areas, e.g., science and social studies.
43. Integrates symbol system objectives with the major content area objectives, e.g., math with science and language arts with social studies
44. Integrates computer skills with the content subjects.[57]
45. Integrates the learning of various types of causality with other curricular objectives.
46. Integrates the learning of various types of regulatory systems (e.g., laws) with other curricular objectives.
47. Integrates the teaching of habits, values, virtues, and ideals with the study of role models and other curricular strands.

Category 5: Diagnosis

The teacher:

48. Obtains knowledge of or insights into each student's physical, social, psychological, and spiritual potentialities, developmental levels, needs, interests, talents, passions, goals, knowledge, skills, symbol systems competency, values, personality, learning style, etc. via various means: cumulative records, former teachers, parents, student interviews and conversations, observation, diagnostic tests, etc.[58]
49. Is sensitive to and notices signs of the condition of individual students and the class as a whole:
    a. Physical: e.g., when they are tired, hot, ill, thirsty, hungry, or stiff from sitting;
    b. Social: e.g., when they are alone instead of having lunch or playing with others;
    c. Psychological: e.g., when they are feeling hopeful, joyful, hopeless, sad, fearful, and/or bullied; and

d. Spiritual: e.g., when they feel unsure about their purpose in life and whether or not they are loved by God.

50. Ongoingly diagnoses each student's nutritional status by being aware of what snacks and lunch foods are brought to school or eaten in the cafeteria and makes recommendations in accordance with school policy.[59]
51. Is interested in *how* each student learns and thinks as a key to understanding *what* s/he can learn.[60]
52. Sees each student through the "lens" of "what s/he can possibly become in the future" rather than the "lens" of "what I know about her/his past and/or the past of his/her family" or the "lens" of "the way s/he is right here, right now."
53. Regularly diagnoses each student's level of achievement and needs in the vertical strands of the Basic Curriculum Framework: the process curriculum, the content curriculum, skills, symbol systems, values, higher-order competencies, and ideals.

Category 6: Prescription

The teacher:

54. Individualizes prescriptions (individualization includes prescribing for a group the members of which are at the same level of development or content knowledge).
55. Provides for optimum disparity by simplifying or complexifying tasks to meet each student's developmental needs, that is, provides each learner with what s/he needs, when s/he needs it, and for as long as s/he needs it, in order to avoid the extremes of boredom and frustration.
56. Involves students in the planning of learning activities.
57. Planning assures that there is always an activity or event to which students can look forward.[61]

Category 7: Arranging and Controlling the Environment[62]

Arranging and controlling the physical environment

Arranging and controlling the physical classroom environment

The teacher:

58. Provides a physical classroom environment that is aesthetically pleasing, well-organized, comfortable, and intellectually stimulating.
59. Arranges the physical classroom environment (furniture,[63] bulletin boards, displays, didactic materials, etc.) to achieve the purposes of the curriculum.
60. If given the choice, elects a color scheme that is aesthetically pleasing and which creates a feeling of relaxed attentiveness.
61. Provides proper lighting and ventilation.
62. Selects and arranges furniture in such a way that students can engage in activities without distracting other students.
63. Arranges the room to allow for whole group activities such as "read alouds" and small group activities according to purpose, e.g., a vinyl-floored area for

messy, wet activities such as art and crafts and carpeted areas for working with didactic materials on the floor and reading.

64. Arranges the room in a variety of ways to accommodate the needs of individual students.[64]
65. Provides auditory/visual shelters to reduce distractions, e.g. book cases and cubbies.
66. Provides a "soft, quiet space" for reading and reflection where there is a minimum of interruption.[65]
67. Assures that quiet activity areas are not adjacent to noisier activity areas.
68. Confines “messy” learning center activities to one area (control of mess).
69. Provides a chair for guest observers, preferably, towards the back of the classroom.
70. Provides non-distracting, orderly storage space for students’ belongings.
71. Provides an easy-to-reach place for everything so that students know where to obtain materials and return them when they are finished: markers, pencils, worksheets, erasers, rulers, glue, etc.
72. Assures that the classroom is uncluttered and that only the materials which are essential for the day’s lessons are at hand and in sight, i.e., there is no sense that someone, such as a substitute teacher, would need to “dig” to find things or not be able to find something.
73. Organizes a system for storing students’ work in order to periodically examine progress.
74. Maintains storage spaces that are out of sight for her/his personal items and for didactic materials that are not currently needed.
75. Stores out of sight loose papers and materials that are to be filed later.
76. Places his/her desk in a non-conspicuous location and has on it only necessary things.
77. Maintains the tops of shelves only for the aesthetic display of plants and exhibits; not for storage.
78. Designs traffic patterns in order to integrate the classroom areas and to reduce distraction.
79. Has living plants in the room for decoration and, when appropriate, for curricular purposes.
80. Utilizes classroom pets and other animals to achieve curricular purposes when possible and practical.
81. Provides a physical, classroom environment that promotes a sense of clarity, that is, it is easy to see the things upon which you want the students to focus.[66]
82. Provides the majority of bulletin board space for students to create displays.
83. Models and teaches students the following principles for displays, bulletin boards, wall exhibits, anchor charts, etc.:
    a. There is a clear contrast between the background and the foreground containing the message or what is to be given attention.
    b. Displays have framing borders that help focus attention on the content rather than on the borders themselves.
    c. There is space between displays (vs. overwhelming and overcrowding students’ visual field).[67]
    d. Small print is at the eye level of the students.
    e. Displays are aesthetically arranged.
84. Presents direct teaching lessons in a place where there is no distracting background.[68]

85. Displays the daily schedule, the size of which depends on the age and needs of the group.
86. Displays the agreed-upon ground rules; at least until they have been internalized.[69]
87. Displays selected, virtuous values.[70]
88. Provides bulletin board space for students, as an individual or group[71], to display, on a rotating basis, their self-selected "best work."[72]
89. Changes displays as new topics arise or at least every month.[73]
90. Arranges displays aesthetically.
91. Displays the student's personal world via, for example, the exhibition of family photos and favorite things.
92. Displays appropriately the country's patriotic symbols.
93. Displays the students' culture.[74]
94. Displays appropriate role models, heroines, and heroes for students, e.g., parents, elders, local and national leaders, religious figures, sports stars, musicians, etc.
95. Displays the world beyond the direct experience of the student via books, objects, pictures, etc.
96. Displays sacred symbols, artefacts and pictures appropriately.[75]
97. Displays the desired future of the student or his/her world.[76]
98. Shows resourcefulness by locating and developing didactic materials and other material and human resources.
99. Provides materials for students to learn through different sensory modalities.
100. Provides manipulative materials to enhance the development of cognitive structures and the formation of concepts.[77]
101. Provides an adequate supply of materials and equipment.
102. Provides a variety of instructional materials—concrete and virtual.
103. Provides materials, equipment, and software programs appropriate to the age group.
104. Provides materials and software for the repetition and practice of concepts and skills in order to enhance the achievement of precision, interiorization and mastery.
105. Provides materials to enhance the transfer of learning to new situations and enrich the generalization phase of the rhythm of learning.
106. Provides books from the library and/or other sources.
107. Assures that materials are ready for each activity.
108. Assures that materials are "displayed" within easy reach of students.
109. Arranges instructional materials in an orderly manner.
110. Provides, when necessary, clearly written instructions for the use of didactic materials.
111. Changes learning center activities as new topics arise.
112. Informs the maintenance department when repairs are needed.
113. Creates a physical, classroom environment that promotes a feeling of comfort and relaxed attentiveness.
114. Creates a physical, classroom environment that promotes a sense of permanence and stability, i.e., students feel that things will not change too radically and/or too quickly.
115. Extends learning activities to the physical school environment outside of the classroom via the use of spaces and places such as playgrounds, gardens, wooded areas, science labs, "makerspaces,"[78] "ateliers,"[79] cafeterias, libraries, computer labs, media centers, and libraries.

116. Extends learning activities to the physical environment outside of the school via the use of field trips, tours, “Classroom with Walls” programs,[80] collections of artefacts from the outside world, guest speakers and presentations, etc.

Arranging and controlling the technological, computer-based, and digital aspects of the physical environment:[81]

The teacher:

117. Is adept at using the institution-selected suite of computer software programs such as word-processing, email, messaging, shared documents, and audio-visual presentations.
118. Has Internet research skills for finding resources, creating didactic materials, and keeping abreast of educational trends.
119. Is proficient in using institution-adopted and other educational software and learning management systems such as Moodle.
120. Is able to use online collaboration tools for group projects and communication amongst colleagues and students.
121. Incorporates artificial intelligence tools to enhance student learning, student tutoring, and assessment.
122. Uses blended learning to combine traditional, hands-on, and online teaching methods and strategies.
123. Is adept at using virtual reality devices and applications.
124. Is proficient in the use of the institution’s software for record-keeping and reporting.
125. Is able to use the institution’s software for achievement testing.
126. Has ground rules and consequences in place for controlling and limiting the use of electronic devices.
127. To the extent possible, blocks, limits, or controls students’ access, at inappropriate times and places, to devices such as smart phones and tablets, to media such as YouTube and Tik Tok, and to social media such as Facebook, Instagram, and X (formerly Twitter).
128. Has implemented a routine for students to properly distribute and store laptops and other devices.
129. For whole class instruction, has set up the projector and screen to maximize ease of viewing by students.
130. During emergency situations that require students to stay at home, is able to deliver to students, entirely online, as much of the curriculum as is feasible.
131. To the extent possible, keeps the classroom level of the electromagnetic field (EMF) produced by Wi-Fi or other systems as low as possible.

Arranging and Controlling the Social Environment

Arranging and Controlling the Social Environment—Students:

The teacher:

132. Creates a classroom climate in which students feel like they are part of a "family" in which everyone cares about each other, i.e., about one another’s learning, feelings, health, happiness, and more.

133. Builds positive relationships with students characterized by sincere interest in the life of each one, that is, his/her physical well-being, relationships, feelings, thoughts, and aspirations and by a caring and loving attitude shown via appropriate physical touch (e.g., a comforting hand on the shoulder at a needed moment), finding one-on-one time to communicate that s/he is important to the teacher, and conversing with eye-to-eye contact.
134. Promotes group cohesiveness.[82]
135. Is sensitive to and acts to assure that any cases of bullying are transformed into cordial, if not caring relationships.
136. Directly instructs large groups when appropriate.
137. Directly instructs small groups when appropriate.
138. Provides opportunities for students to develop service-to-others qualities, including both exemplary leadership and exemplary followership qualities.
139. Enables students to share the responsibilities of classroom management.[83]
140. Groups and regroups students, throughout the day and week, according to their developmental needs.
141. Arranges seating taking into account particular needs and personalities of students.
142. Paces group activities according to students' attention span.
143. Actively teaches individuals.
144. Arranges for peer-tutoring amongst students.
145. Arranges for cooperative learning amongst students.
146. Arranges for cross-age tutoring amongst students.
147. Allots time for personal conversation with individual students.
148. Allows for movement time, i.e., transition time, during which students move on their own from one activity to another or between the classroom and another part of the school.

Arranging and Controlling the Social Environment—Adults:

The teacher:

149. Utilizes the strengths and talents of the teacher's aide or assistant teacher.
150. Utilizes the services and knowledge of specialists: speech therapist, reading therapist, special education teacher, counselor, psychologist, librarian, art teacher, physical education teacher, dance teacher, computer specialist, etc.
151. Locates and uses human resources in the school and wider community to enhance the curriculum and student motivation: parents, grandparents, elders, and other experts.

Arranging and Controlling the Psychological Environment

The teacher:

152. Creates a psychological classroom environment characterized by a sense of security, safety, comfort, calm, love, caring, and relaxed attentiveness;
153. Is sensitive to signs of students feeling distraught and calms them down and comforts them with an appropriate, empathetic embrace[84] before discussing and investigating the cause.
154. Is sensitive to signs of self-harm or abuse (physical or psychological) by others and takes appropriate action.

155. Provides opportunities for students to enjoy “the present moment” via such means as periods of silence in diverse settings;[85] various forms of meditation, mindfulness, and/or breathing; specific stretching exercises when needed; and/or giving complete, quiet, undivided, focused attention to some phenomena such as an object or scene of nature, a piece of music, or some other work of art.
156. Facilitates the development of affective competence, e.g., by providing time for students to talk about and deal with their feelings both in private with the teacher and, considerately, together, as a whole class.
157. Stimulates students to feel a sense of joy and industriousness in the work to be done and a feeling of gladness in being able to be in charge of their own learning and becoming.
158. Enhances the development of cognition and important, fascinating ideas by regularly asking questions that provoke a ferment of curiosity, wondering, thinking, imagination, and investigation.
159. Always provides students with something to look forward to, e.g., exciting, future units of inquiry; upcoming special events, celebrations, field trips, guests, fun activities, and games.

Arranging and Controlling the Spiritual Environment

The teacher:

160. Is able, with the participation of the class, and in a variety of ways, to invoke the presence of the Creator, His Manifestations, the Holy Spirit, and/or ‘Abdu’l-Bahá, in order to help students feel God’s love and to show it to others throughout the day.
161. Leads discussions regarding the meaning and importance of religious and/or sacred symbols, objects and pictures that have been appropriately placed on display.
162. Sensitively and appropriately includes in the classroom environment and activities, the means for calling up the remembrance of ancestors, heroines, heroes, and significant others who have passed on to the next life in order to enhance the curriculum and student motivation.

Arranging and Controlling the Environment of the Self

Arranging and Controlling the Environment of the Self—Students:

The teacher:

163. Increases each student´s ability to arrange and control the environment of his/her self in order to enhance her/his process of becoming and to block, or, at least, diminish[86] whatever deters this process:
    a. The physical self:
        i. Proper posture for standing, sitting, writing at a desk, etc.; and
        ii. When sitting on the floor in a group, how to establish elbows-wide “personal space” and how it needs to be respected.[87]
    b. The social self:
        i. How to be a good friend to one’s self; and
        ii. How to be a good classmate and friend to others.[88]

c. The psychological self:
    i. How to attain and maintain body awareness and a positive self-percept, self-image, self-esteem, self-concept, and self-confidence, while aspiring towards a sense of selflessness; and
    ii. How to project one's self into the future via goal-setting, visualization, and other means.
d. The spiritual self:
    i. How to view one's self as primarily a spiritual being, a soul, that continues to live and to progress spiritually after death; a soul that will enjoy the adventure of exploring an unending number of spiritual worlds beyond this earthly realm; and
    ii. How to understand servitude as the highest station of the self.

Arranging and Controlling the Environment of the Self—Teacher:

The teacher:

164. Before entering school each day, "puts on the best version of her/himself": physically, socially, psychologically, and spiritually.
165. Dresses and grooms appropriately for the occasion: comfortable clothing for normal days; more formal dress and grooming for parent conferences; sportswear for sports days or field trips, and costumes for festive occasions such as Halloween, carnival, and/or dramatizations.

Arranging and Controlling the Known Aspect of the Environment in All of Its Dimensions: Physical, Social, Psychological, and Spiritual

The teacher:

166. After ascertaining (via diagnosis) what the learners already know about an upcoming unit of inquiry, theme, topic, or learning objective, integrates new knowledge to this foundation thereby expanding it.

Arranging and Controlling the Unknown but Knowable Environment in All of Its Dimensions: Physical, Social, Psychological, And Spiritual

The teacher:

167. Via various activities, promotes students' understanding that their "surroundings," i.e., environmental entities, include physical, social, psychological, and spiritual entities, many of which, even though they are currently unknown to them and/or others, can become known via various means such as seeking them out, observing them, interacting with them, exploring them, investigating them, reading about them, and/or experimenting on or with them.
168. Introduces units, themes, lessons and activities in such a way as to provoke curiosity and enthusiasm for what is to be learned.[89]
169. Periodically introduces novel entities—physical, social, psychological, and spiritual—to enhance the curriculum, e.g., novel objects, didactic materials, displays, field trip destinations, persons, events, activities, media, ideas, and special souls that are no longer present on the earthly plane.

Arranging and Controlling the Ultimately Unknowable Aspects of the Environment in All of Its Dimensions: Physical, Social, Psychological, and Spiritual

The teacher:

170. Provides activities that promote students' understanding and feelings of humility, wonder, and awe as they become aware that there are certain entities and aspects of entities that are beyond human comprehension, e.g., the essential nature of the Creator, the essence of any and all created things, the details of future events, the relationship of free will and predestination, and the exact nature of life after death.

Category 8: Guiding Interactions of Students and Amongst Adults

Guiding Interactions of Students

The teacher:

171. Greets students individually at the beginning of each day with a sincere smile and a friendly "hi" to make them feel warmly welcome.
172. Addresses students by name.
173. During the course of the day or week, asks each student about her/his life in order to show her/him that s/he (the teacher) cares about her/him, is truly happy to have her/him as a student, and is glad to be with her/him.
174. Begins each day with whole group, circle time for various purposes: to ask about the children's lives, to pray and sing together, to review class goals and upcoming events, preview the day's schedule, and other such tasks.
175. With the participation of students, establishes ground rules (along with appropriate positive and negative consequences for following and not following the ground rules[90]) and justifies their purpose.[91]
176. Models ground rules.
177. Reinforces ground rules consistently and fairly; i.e., applies them to all students all of the time, including following through with appropriate positive and negative consequences for following and for not following the ground rules.
178. Instead of expecting each student to necessarily behave the way he/she did before or the way others say he/she behaves, always gives each student a new opportunity to be the best version of him or herself that he/she can be, and lets him/her know when this happens.
179. Allows each student to be her or himself, even when s/he is in a bad mood, and gives her/him sympathetic and empathetic understanding, trying to understand what it's like to be her or him.
180. Stops misbehavior calmly, lovingly, and firmly and smoothly redirects misbehaved students into productive activities.[92]
181. Even when s/he does not like a student, shows him/her all-encompassing, divine love knowing that he/she is one of the Creator's creatures that is worthy of being loved, even if only as an extension of her/his, i.e., the teacher's, love for the Creator.
182. Corrects students' errors kindly and with encouragement.

183. Corrects students' errors without using sarcasm or ridicule, without yelling at them, without putting them down, without making fun of them, and without embarrassing them in front of their classmates.
184. Manages behavior problems on an individual basis.
185. Handles emergencies and unexpected problems with a minimal amount of classroom disturbance.
186. Encourages students to offer help to and to cooperate with one another.
187. Encourages students to settle, within reasonable limits, their own conflicts.
188. Encourages the development of a repertoire of emotional and interpersonal skills rather than imposing solutions to interpersonal problems.
189. Provides a natural, pleasant and skillful model of the spoken language in terms of pronunciation, intonation, pauses, rhythm and expressive voice qualities.
190. Adjusts voice volume and tone to instructional situation and distance.
191. Writes (composes) correctly and coherently.
192. Models the handwriting style taught at his/her grade level.
193. Gives directions and asks questions that are attuned to the students' level of understanding.
194. Doesn't expect all of the students to be ready to understand a lesson just because it's the next one in her/his lesson plan book.
195. Before giving instructions, obtains students' attention fully, rather than talking "over" students that are working or conversing.
196. In advance, makes clear to the students the purpose of all activities.
197. Presents lessons in a step-by-step, logical sequence.
198. Talks in a way that students can understand and checks to be certain whether or not s/he expressed her/his explanations or questions clearly so that students are not made to feel ignorant.[93]
199. Offers further demonstrations and/or explanations as demanded by the situation.
200. Infrequently interrupts students to give further directions or instructions.
201. Uses a variety of teaching styles and strategies with large groups.
202. Uses a variety of teaching styles and strategies with small groups.
203. Uses a variety of teaching styles and strategies to meet the needs of individuals.
204. Adapts teaching style and strategies to accommodate unexpected yet important learning experiences; i.e., takes advantage of serendipitous "emergent outcomes" and "teachable moments."
205. Independent activities are encouraged for both groups and individuals.
206. Allows students to struggle to figure something out for themselves even if it may take longer than telling them what to do, so that they will become good "thinkers," "learners," and "understanders" rather than only good "followers of instructions" or "memorizers of steps or concepts."
207. Assures that transitions from one activity to another are smooth.[94]
208. Establishes the habit of "recycling" the environment, that is, that everything is put back where it belongs: books, chairs, scissors, pencils, didactic materials, trash, etc.
209. Arranges for students to move from one part of the school to another quietly and in an orderly fashion.
210. Assists students to reflect on and evaluate their plans and learning experiences.

211. Encourages students to “learn something about everything and everything about something.”[95]
212. Encourages students to ask questions.
213. After choosing a student to answer a question, allows for "wait time" before calling on another student for the answer.[96]
214. Rephrases a question when a student responds incorrectly before calling on another student.
215. Asks open-ended questions, not just close-ended, only-one-right-answer questions, i.e., most questions are designed to get the students to think rather than to only require students to reproduce definite facts, as important as they sometimes are.
216. Elicits thoughts, ideas, opinions, suggestions, preferences, feelings, and understanding of concepts, as well as facts and information.
217. Encourages students to elaborate upon their ideas rather than giving brief, cursory responses.[97]
218. Encourages students to talk about themselves and their experiences.
219. Strives to have all students participate in class activities.
220. Develops students’ interest in both fiction and non-fiction books, stories, and articles.[98]
221. Provides opportunities for students to explore and appreciate their differences and commonalities in order to show interest in, respect for, appreciation of, and fascination with students from a variety of backgrounds, lifestyles, races, religions, ethnic groups, and cultures.
222. Encourages communication to flow between and amongst students rather than only between teacher and student(s).
223. Has conversations with students which are genuine exchanges of ideas rather than conversations that are teacher-dominated.
224. Encourages investigation via stimulating questions and providing resources rather than simply imposing information on students.
225. Subtly provides guidance to individuals without interrupting their involvement in the learning activity.
226. Has rapport with students.[99]
227. “Suffers” with students, for example, by demonstrating how s/he has carried out any of the difficult assignments that s/he has given them;[100] by not eating or drinking in front of students when they are not permitted to do so;[101] and, during field trips, by taking part, as much as is reasonable, in even the most difficult activities.[102]
228. Listens to and takes seriously what students say or report and follows through with actions that are needed.
229. Shows students her/his feelings, that is, the ones that should be shown; and helps them to express the ones that they should show others.[103]
230. Promotes the students’ understanding and acceptance of their own feelings.
231. Communicates and upholds high expectations and standards of excellence for each student.
232. Encourages students to do things that s/he thinks they can do by themselves instead of doing them for them.[104]
233. Continually gives positive feedback to students for their initiative, for their perseverance in the face of obstacles, and for their accomplishments.
234. Admits her/his mistakes so that students can see that s/he is a learner too, just like them.

235. Corrects students' errors in oral language by first modeling the correct expression and then asking them to repeat it correctly.[105]
236. Encourages students to judge the quality of their work by themselves and to strive to produce their "best work" even when this may take several attempts.
237. Allows students to choose their own "best work" for exhibition, publishing, or performance and to explain the criteria for the selection.[106]
238. Challenges students without making them feel too nervous or afraid.
239. Encourages students to continue with a challenging task by making the activity interesting to them.
240. Encourages students to make choices and to try various alternatives.
241. Encourages students to go beyond the activities that are available and to develop their own projects with some inner-directed goal in mind.
242. Helps student to elaborate on and extend his/her idea, choice, plan or interest by planning next steps together--small steps with which he/she feels comfortable.
243. Provides opportunities for students to demonstrate responsibility for his/her own materials and learning.

Guiding Interactions amongst Adults

The teacher:

244. Maintains good rapport with colleagues.
245. Contributes ideas as a team member.
246. Openly shares opinions and ideas with team members.
247. Encourages the parent volunteer, teacher aide, and/or assistant teacher to make suggestions.[107]
248. Effectively directs and supervises parent volunteers, the teacher aide and/or assistant teacher.
249. Initiates constructive communication with administration.
250. Generates and encourages open communication with parents.
251. Encourages parents to visit the classroom.
252. Has good rapport with parents.
253. Conducts constructive parent conferences including portions led by students.
254. Provides parents with information regarding their child's:
    a. Progress in relation to where she/he was at the last progress report
    b. Progress in relation to grade or age-level norms
    c. Areas of talent and strength
    d. Areas needing greater attention in order to reach greater achievement
255. Provides parents with suggestions regarding how they can support their child's achievement of curricular objectives.
256. Obtains parents' assistance with school activities.

Category 9: Assessment of Student Achievement[108]

The teacher:

257. Uses a variety of techniques for assessing student achievement; e.g., oral presentations, visual demonstrations, project explanations, anecdotal records, clinical interviews, and written exams.
258. Keeps accurate and up-to-date daily, grading period, and cumulative records of students' development and learning.
259. Is highly motivated by and celebrates in a variety of ways, students' advancements in development and learning—great and small; of individuals, groups, and the class (perceived as a "family" of fellow learners and teachers of themselves and others).

Category 10: Other Responsibilities and Professional Growth

The teacher:

260. Supports and enforces school policies and procedures.
261. Provides feedback to administration for the improvement of the major components of WES as applied to the school's development:
    a. Foundations: the alignment of the school's mission, vision, policies, procedures, and praxis with the components that inform WES: divine guidance, process philosophy, science, the arts and other humanities; and
    b. The body of theory: the alignment of praxis with the latest research in human development and learning, curriculum, teaching, administration, learning community-institution relations, and evaluation (of programs and students).
262. Arrives punctually to work and at meetings.
263. Has a good attendance record.
264. Keeps accurate attendance records.
265. Submits reports and records punctually.
266. Carries out safety preparations, procedures and drills properly, e.g., earthquakes, fires, and various types of "lockdowns" in the case of armed intruders and "shelter-in-place" for various emergencies.
267. Willingly accepts extra duties and responsibilities when necessary.
268. Provides afterschool tutoring when necessary.
269. Knows and uses techniques of self-assessment.
270. Identifies strengths and areas in need of professional growth.
271. Is open to new ideas, programs, situations and recommendations, and carries through with required changes.
272. Develops a professional growth program based on both self-assessment and the feedback of observers (supervisors, staff developers, colleagues, students, and parents).
273. Shows health and vitality.
274. Displays enthusiasm and a healthy sense of humor.
275. Exercises tact and good judgement.
276. Maintains a professional attitude; expresses complaints and grievances through the proper administrative channels; and refrains from making negative comments about the school, personnel, or students outside of the school.

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Note:
Any set of competencies drawn from this document for use on a feedback or evaluation form should be concluded with a section for summarizing the teacher's strengths, a section for commenting on areas needing improvement, the date of the feedback meeting, a signature line for the person providing the feedback, and a signature space for the teacher receiving the feedback preceded by a statement such as the following: "The following signature of the teacher indicates that s/he has read this feedback report and has knowledge of its contents. It does not indicate that s/he agrees with its contents."

Endnotes

[1] The Wholistic Educational System (WES) is a multidimensional, developmental approach to education that seeks to translate learners' potentialities—physical, social, psychological, and spiritual--into actuality at an optimum rate. WES is informed by the accumulated wisdom and bodies of knowledge of the world's cultures: by sacred scriptures; by the humanities, primarily process philosophy; by other arts; and by science. It views reality as being composed of organic processes or events, rather than solid, mechanically operating, material substances. Its most fundamental, spiritual principle is the organic unity and oneness of the human race. Its philosophical organizing principle is: "The potentiality of an entity is translated into actuality via purpose-guided interaction with and positive and/or negative prehension of entities in its environment." From this organizing, first principle and a set of other first and corollary principles, a coherent and comprehensive body of research/evidence-based theory concerning human development, learning, curriculum, teaching, administration, learning community-environment relations, and evaluation were derived.

All of the terms used in WES, including this document, have been given systemic definitions which can be found in the glossary of the book *The Wholistic Educational System: a Multidimensional and Developmental Approach* by this author which is in the offing. (In the meantime, a PowerPoint presentation with diagrams, charts, and notes and handouts can be provided to the reader by writing to this author at kbookwalter@gmail.com.)

[2] William Keith Bookwalter (1951-) earned a Bachelor's Degree from Ohio State University in Secondary English Education. Due to his additional studies in psychology and sociology the State of Ohio granted him a teaching credential for both English and social psychology. He also holds a Master's Degree in Educational Administration from National University, San Diego, California (the program was based on the Anisa Model of Education); a Ph.D. from The Union Institute and University, Cincinnati, Ohio, in human development with specializations in cognitive development and education (the learning program was based on the specifications of the doctoral program for the Anisa Model of Education); and a BCLAD authorization (Bilingual [Spanish and English], Cross-cultural, Language and Academic Development) from the California Commission on Teacher Credentialing, Sacramento, California.

During his 46 years working at international, private, bilingual schools in Honduras and Colombia and in private and public schools in the U.S., he worked in various administrative and teaching roles (ages 3 to 18). He was selected as "one of the foremost achievers" in the field of education by the Marquis Who's Who Publication Board. His biography appears in *Who's Who in the World* and in *Who's Who in America.* He is the author of *Life in Dynamic Harmony, The Development of Logical Thinking in Children*, *The Wholistic Educational System* (in the offing) and various professional articles and book chapters on education. He is the co-founder and president of the *Fundación por la Educación Multidimensional* (Foundation for Multidimensional Education) with headquarters in Cartagena, Colombia. He is currently retired and living in Santa Cruz de la Sierra, Bolivia. He can be contacted via email at kbookwalter@gmail.com.

[3] From 1987 through 1993, Mrs. Irene Hartley, the foremost practioner and teacher trainer of the Anisa Model of Education, and I were in charge of implementing the Anisa Model at the Marymount School in Barranquilla, Colombia. I had expertise in its philosophy and theory and Mrs. Hartley had expertise in its classroom application. The first version of "Teacher Competencies of the Wholistic Education System" was composed by Mrs. Hartley and I in 1990. Mrs. Hartley was trained in the praxis of the Anisa Model by Dr. Nancy Rambusch, the founder of the American Montessori Society. In 1989 I resigned my position as Assistant Superintendent in Charge of Special Projects in order to be retrained by Mrs. Hartley as a 3rd grade Anisa teacher during three school years before becoming a full-time staff developer. During my first year of being retrained, I would sit with Mrs. Hartley each afternoon to obtain from her feedback on my teaching, her insights, her methodologies, her intuitions, and her wisdom. She was more of an explainer than a writer. Hence, what we wrote together, what she knew about teaching within this new, organismic paradigm, had never been put into writing during the development of the Anisa Model from 1968 through 1982.

This document, in its present form, is an update of the original document based on this author's development of the Anisa Model as The Wholistic Educational System. These teacher competencies were generated deductively from the bodies of knowledge that inform WES and inductively from the combined, educational experience of the authors of the first edition. This author also drew upon the ideas contained in an extensive collection of research and instruments used by various educational institutions for in-service, teacher training, and supervision, the referencing of which would be too extensive to include in this document.

[4] Irene Hartley (1931-2016) earned her B.S. in Elementary Education from Eastern Connecticut College and her M.S. in Early Childhood Education with a concentration in learning difficulties from Westfield College, Massachusetts. She carried out her doctoral work (ABD) in child development, curriculum development, administrative staff development, and the philosophical/theoretical basis of the Anisa Model of Education at the University of Massachusetts. Mrs. Hartley's lifetime of professional experiences ranged from Home Educational Trainer for Parents (whose children were 8 months to 4 years of age) to classroom teaching in early childhood and elementary grades, to staff developer and school directorships. She held the only Connecticut State Certification as an Anisa Resource Specialist. In addition to the United States, Mrs. Hartley served as an Anisa staff development consultant in Canada, India, West Germany, Mexico, and Colombia. Her positions included:

- Master Teacher for Student Teaching Certification for Westfield College, University of Massachusetts, St. Francis College, American International College and Central Connecticut College
- Director, Suffield Community Kindergarten, Suffield, Connecticut Director, Title I, Suffield Public Schools, Suffield, Connecticut
- Director & Curriculum Specialist for The Anisa Very Early Childhood Education, Title I, Suffield, Connecticut
- Anisa Curriculum & Resource Specialist (K-12); Suffield Public Schools, Suffield, Connecticut
- Director, Anisa Model-based, National University Elementary and Jr./Sr. High School, National University, San Diego, California
- Director, Anisa Model-based, North Crest School, San Marcos, California
- Staff developer, Marymount School, Barranquilla, Colombia
- Daycare Center validator for The National Association for the Education of Young Children (NAEYC) in 35 U.S. states.

[5] For information on the Anisa Model of Education, see William Huitt's "Anisa Model Home Page" at https://www.edpsycinteractive.org/anisa/.

For the most extensive explanation of the Anisa theory of teaching see: Robert Lorin Blodget, "A Comprehensive Paradigm of Teaching" Robert Lorin Blodget, EdD diss., (University of Massachusetts Amherst, 1973) at:
https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=5208&context=dissertations_1

For a 14-page explanation of the Anisa theory of teaching see: Streets, Donald T. and Jordan, Daniel C., "Guiding the Process of Becoming: The Anisa Theories of Curriculum and Teaching," *World Order*, Vol. 7, No. 4, Summer, 29-40 at:
https://www.edpsycinteractive.org/anisa/curriculum/streets_jordan_becoming.pdf

For a summary of the Anisa theory of teaching see: Jordan, Daniel C., "A Summary Statement on the Anisa Model," 1974 at:
https://www.edpsycinteractive.org/anisa/overview/summary_ANISA.pdf.

[6] The following is a synopsis of the theory of teaching of WES: "The teacher lovingly (1) *diagnoses* the learner's level of development of basic processes (ordered expressions of potentialities inherent in human nature); acquisition of declarative, content knowledge; skill development; symbol system proficiency; values expression; attainment of higher-order competencies; and formation of ideals; (2) *prescribes* appropriate learning experiences (interactions with environments)**,** (3) *arranges and controls environments* (i.e., the known, unknown but knowable, and ultimately unknowable aspects of the physical, social, psychological [emotional, cognitive, volitional, etc.], and spiritual environments, and all of these as contained in the environment of the learner's self), (4) *guides the interactions* of the learner with those environments in order to actualize her/his potentialities at an optimum rate and to achieve the objectives of the curriculum, and (5) *assesses* the learner's achievement of those learning objectives."

[7] For an overview of the components of WES, see the "Diagram of the Major Components of WES."

[8] "Let your principal concern be to rescue the fallen from the slough of impending extinction, and to help him embrace the ancient Faith of God." --Bahá'u'lláh*, Gleanings from the Writings of Bahá'u'lláh*, 957
https://oceanlibrary.com/link/UpmQ5/gleanings-from-the-writings-of-bahaullah/
"This is the changeless Faith of God, eternal in the past, eternal in the future." --Bahá'u'lláh, *The Kitáb-i-Aqdas*, 189 https://oceanlibrary.com/link/yd32C/kitab-i-aqdas_bahaullah/

[9] Examples of formal sciences are: logic, epistemology, and systems theory.

[10] Examples of applied sciences are: architecture, engineering, and technology.

[11] In person or via video recordings. In the future, the developers of WES need to link each competency with at least one photo or video of the competency in practice.
[12] In WES, the basic approach to teacher training is based on this succinct statement of Dr. Sarah Levine: “It has been estimated that learning even a moderately difficult teaching strategy can take twenty to thirty hours of instruction in its theory, fifteen to twenty demonstrations using it with different subjects, and an additional ten to fifteen coaching sessions to attain higher-level skills. Since teachers average only three or four days of staff development each year, the conditions needed for most time-intensive practices do not generally exist.” Sarah L. Levine, Harvard Graduate School of Education, *Promoting Adult Growth in Schools: The Promise of Professional Development*, Allyn and Bacon, 1989, 242-243.
[13] Self-observations can be carried out via self-made videos. Observations by designated others can be in person during class-long visits or “walk-throughs,” or, asynchronously, via audiovisual recordings. Feedback can also be given in person or via written commentaries or via audio and/or video recordings. Such technological, recording, and communication systems allow for providing teachers with both synchronous and asynchronous observation and feedback; and for both in-house professional learning and “distance learning,” i.e., professional growth programs in which experts can observe and give feedback from a location anywhere in the world that the technology is available.
[14] See: George Bondra, “The Anisa Model: A Scientific Paradigm for Education and its Implications for a Theory of Evaluation” (Ed. Doctoral Dissertation, School of Education, University of Massachusetts, Amherst, 1980), https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=4558&context=dissertations_1
[15] If no staff developer is available, an administrator would need to assume this role.
[16] Nancy Rambusch, the founder of the American Montessori Association and a principal contributor to the training of teachers in and the field testing of the Anisa Model of Education while it was being developed at the Center for the Study of Human Potential, University of Massachusetts, Amherst, during the 1970’s, referred to the Anisa Model’s theory of teaching as a “metapedagogy.” (citation from her doctoral dissertation needed). I believe that this refers to the five phases of teaching set forth here.

It is my understanding from reading Dr. Rambusch’s dissertation that the Anisa Model, at first, lacked a detailed pedagogy of classroom practice. She, therefore, offered her training in the Montessori Method and, hence, Anisa, dap, and WES classrooms and practices look very similar to one another. (See my paper titled, “The Arrangement of Concrete Materials for Stimulating the Development of Children’s Ability to Seriate and the Role of Teacher-Learner Interviews: A Comparison of the Montessori Method and the Developmental Activities Program” [September 24, 2020]; available upon request from this author.)

It is important that this five-phase definition of teaching be contrasted with a traditional definition and meaning of teaching as “telling.” In Latin American teaching commonly means “dictar clases” (to dictate classes) which refers to the overused lecture method. In WES, telling and lecturing (or instructing) are just two of many methods for directly and socially transmitting important information; information belonging to one of the domains of reality—the psychological domain--with which learners need to interact in order to actualize certain potentialities.
[17] Available at www.williamkeithbookwalter.info.
[18] “Prescribing” means “writing beforehand.” Hence, this process is primarily that of unit and lesson planning.
[19] Unfortunately, sometimes a student teacher or teacher has not chosen the best grade level or position within the field of education or even the best profession for which they are matched. In such cases, supervisors need to respectfully and lovingly counsel him or her “out” of their current position or the teaching profession and, if possible, “into” a “better fit” in a different position or profession. In the end, it is the needs of students and providing them with the best teacher possible that must take priority.
[20] Prescription means “to write beforehand,” i.e., before learning activity occurs.
[21] The term “arranging” refers mainly to providing didactical resources—physical, social, psychological, and/or spiritual. The term “controlling” refers mainly to “blocking,” or, at least “diminishing the impact of,” anything from any of the environmental categories that might interrupt or be detrimental to the learning process, for example, unhealthy levels of noise, electro-magnetic fields, ultra-processed foods, intruders, immoral propaganda, and erroneous cosmologies. “Arranging the environment” is aligned with the philosophical concept of “positive prehension” and “controlling the environment” is aligned with concept of “negative prehension.”
[22] Regarding the observation of teachers as a supervisor, I was trained to first, before taking analytical or anecdotal notes, to just sit quietly, listen, observe, and ask myself, “How does it *feel*

to be in this classroom? Would I like to be one of this teacher's students? Would I feel safe, cared for, loved, noticed, listened to, stimulated by new questions and ideas, excited about learning, etc.?"

[23] Teaching experientially: I see this as the teacher being present in the moment (rather than mentally or emotionally "absent"), as being mindful, as perceiving and feeling "with" the learners whatever they are perceiving and feeling in the present moment: hunger, heat, cold, a pleasant breeze or aroma, frustration, elation, anxiety, hope, pride, sadness, happiness, etc. and letting them know that you are "with them," sympathetically and, more importantly, empathically.

[24] Teaching humanistically: I see this as the teacher creating solidarity amongst the class members; as creating a Three Musketeers attitude of "All for one and one for all", i.e., the failure or victory of one is the failure or victory of all; as capitalizing on the human potential and unique talents of each individual and the social potential of the class as a whole, as "a learning entity; as "a learning family." Teaching humanistically seeks to operationalize this exhortation of Bahá'u'lláh: "All must become as wings to bear one another onward." (*The Bahá'í World*, Vol. 25: https://bahai.works/Bah%C3%A1%E2%80%99%C3%AD_World/Volume_25/Bah%C3%A1%E2%80%99%C3%AD_Sacred_Writings)

[25] Teaching scientifically: I see this as the teacher keeping abreast of and applying the latest scientific knowledge that can improve education and contributing to that body of knowledge and via carrying out both informal, action research projects and formal research.

[26] Teaching philosophically: I see this as the teacher deeply understanding the concepts and notions of process philosophy and being able to use this philosophical vocabulary in discussions with colleagues and older students and to apply them broadly.

[27] Teaching aesthetically: I see this as the teacher incorporating "beauty" into all aspects of teaching, great and small: creating an aesthetically pleasing, physical classroom environment with "beautiful" feelings in the emotional environment; seeing the school day, grading period, and year as a "drama" with an "opening curtain," "plot," "mystery," "excitement," "climaxes," "closing curtains," and "the applauding of the bowing, smiling cast"!

[28] Teaching spiritually: I see this as the teacher being mindful that she or he is teaching "souls" that need to take advantage of this earthly life as a preparation for the journey of the soul into the afterlife; as seeing one of her or his most important roles as that of "connecting" the soul of the learner with the Soul of the Manifestation of God and the Creator in order to develop a deep, heartfelt, loving, everlasting relationship.

[29] See, for example, Shoghi Effendi's advise to Ruth Moffet regarding the receiving of spiritual guidance through prayer via Bahá'í Library Online at: https://bahai-library.com/moffet_dynamics_prayer/.

[30] See *The Kitáb-Íqán* (*The Book of Certitude)* by Bahá'u'lláh, accessible via the website Bahá'í Reference Library: https://www.bahai.org/library/authoritative-texts/bahaullah/kitab-i-iqan/.

[31] "I bear witness, O my God, that Thou hast created me to know Thee and to worship Thee. –Bahá'u'lláh (https://www.bahai.org/documents/bahaullah/obligatory-prayers)

> "Having created the world and all that liveth and moveth therein, He, through the direct operation of His unconstrained and sovereign Will, chose to confer upon man the unique distinction and capacity to know Him and to love Him—a capacity that must needs be regarded as the generating impulse and the primary purpose underlying the whole of creation…" –Bahá'u'lláh (*Gleanings from the Writings of Bahá'u'lláh*, XXVII)

[32] "The purpose of God in creating man hath been, and will ever be, to enable him to know his Creator and to attain His Presence." –Bahá'u'lláh (*Gleanings from the Writings of Bahá'u'lláh*, XXIX)

[33] "The whole duty of man in this Day is to attain that share of the flood of grace which God poureth forth for him." --Bahá'u'lláh (*Gleanings from the Writings of Bahá'u'lláh*, V)

[34] Question: "'What is the purpose of our lives?' 'Abdu'l-Bahá's reply: 'To acquire virtues.'" (*Paris Talks*, 177.)

[35] "This is worship: to serve mankind and to minister to the needs of the people." (*Paris Talks*, [London, Great Britain: Bahá'í Publishing Trust, 1961] 177.)

[36] "The other day a man asked Shoghi Effendi: "What is the object of life to a Bahá'í?" As the Guardian repeated his answer to me (I had not been present with the visitor), indeed, before he did, I wondered in my own mind what it had been. Had he told the man that to us the object of life is to know God, or perfect our own character? I never really dreamed of the answer he had given, which was this: the object of life to a Bahá'í is to promote the oneness of mankind."

–Ruhíyyíh Khanum (A letter to the Bahá'í Youth https://bahai-library.com/khanum_letter_youth_1948/)

[37] "All men have been created to carry forward an ever-advancing civilization." –Bahá'u'lláh (*Gleanings from the Writings of Bahá'u'lláh,* CIX)

[38] ". . . in this world he [man/humanity] must prepare himself for the life beyond." –'Abdu'l-Bahá (*The Promulgation of Universal Peace,* No. 81.)

[39] "In this day, the fertilizing winds of the grace of God have passed over all things. Every creature hath been endowed with all the potentialities it can carry . . . Every tree hath been endowed with the choicest fruits, every ocean enriched with the most luminous gems." –Bahá'u'lláh, *Summons of the Lord of Hosts*, (Haifa, Israel: Bahá'í World Centre, 2002) 55.

[40] As symbolized in the Bahá'í ring stone symbol, there are three kingdoms, levels, conditions, or degrees of existence: "Know that the degrees of existence are finite--the degrees of servitude, of prophethood and of Divinity—but that the perfections of God and of creation are infinite." --'Abdu'l-Bahá, *Some Answered Questions*, (Haifa, Israel: Bahá'í World Centre, 2014) 265. It is my understanding that the degree of servitude applies to all created entities at all ontological levels—mineral, botanical, zoological, and human). That is, for example, even red blood cells perform a particular service for the human body while white blood cells provide a different service. Hence, physical and life science lessons, in particular, can be enriched by the question, "What service does our object of study and learning provide?" The lesson can be enhanced still further with the question, "What attribute or name of God is manifested in our object of study, whether it be a sub-atomic particle, an atom, a computer, a bacterium, an insect, or a human baby?"

[41] See, for example: Kuhn, Thomas S., *The Structure of Scientific Revolutions*, (Chicago, IL: University of Chicago Press, 1962)

[42] The following is the summary statement of Chapter IV: "Anisa Model as a Scientific Theory" in George Bondra's doctoral dissertation cited above in endnote 14: "The Anisa Model: A Scientific Paradigm for Education and its Implications for a Theory of Evaluation" 146-147:

> It was demonstrated how Anisa fulfills each of the three basic steps of the scientific process (i.e., observation, model building, and hypothesis testing) qualifying as a scientific theory of education. The observation step clearly identified the unit(s) of study. Initially starting with man as the basic unity of study, a more fundamental unit—change—was identified. In model building, Anisa demonstrates a clear and explicit articulation of its underlying assumption—the first principle of process as the translation of potentiality into actuality. From this basic assumption, five comprehensive and coherent bodies of theory were developed: (1) theory of development, (2) theory of curriculum, (3) theory of pedagogy, (4) theory of administration, and (5) theory of evaluation. A precise data language was developed. Every newly developed theoretical concept was tested against relevant empirical studies helping to establish a firm empirical footing. Beginning with such an empirical base, Anisa is able to generate testable hypotheses using the legitimate mechanistic research designs. Using these criteria, therefore, the Anisa Model qualifies as an empirically based scientific theory.
>
> Chapters II and III illustrated the growth of knowledge using the Kuhnian paradigm perspective. This chapter demonstrated Anisa as a disciplinary matrix, i.e., a scientific theory. The theory, however, also represents an example of "extraordinary science" for it deals with the anomalies of mechanistic science creating a paradigm shift. As a new scientific paradigm for education, it is entering the "normal science" stage. The following chapters address the conceptual, instrumental and methodological problems of the "normal science" stage of paradigm development.

[43] WES-based teachers need to be trained in how to apply the scientific method in their daily approach to teaching, via action research projects, and in formal research. They need to be supported to "share out" and/or "publish" their findings via various means ranging from informal to formal, from in-house to available-to-all publications.

[44] Romance is a motivational stage during which hope-related emotions are associated with the object of learning. "Glimpses" of what is going to be learned generate curiosity, interest, goals, subjective aims, and a desire for mastery.

[45] Precision emphasizes the acquisition of curricular objectives (while maintaining the interest generated during the phase of Romance) via two sub-processes--differentiation and integration.

[46] Differentiation is the ability to break down experience, whether internal or external, into separate, contrastable elements.

[47] Integration is the ability to combine differentiated elements in the same way or in a new way thereby providing new perceptions, new movements, new relationships, new feelings, new

thoughts, new information and/ or new skills, etc., which may or may not become expressed immediately in some form of overt behavior.

[48] Generalization is the ability to utilize the recombination of integrated elements in other situations. It is the stage of mastery during which the learner feels the satisfaction of being able to apply newly acquired knowledge and skills in new ways thereby returning to a highly motivating phase but one which is now based on a feeling of competence.

[49] See WES's basic and supplementary framework charts.

[50] Learning community-environment relations, a more expansive expression of what is commonly referred to as "school-community relations" can be summed up, using the terminology of the educational philosophy of WES, as "the positive prehension of beneficial, environmental entities and relationships and the negative prehension of detrimental, environmental entities and relationships for the good of the learning community."

[51] Both the Bahá'í writings and science encourage veganism. WES-based schools, if possible, should offer choices, but promote and provide primarily vegan food.

[52] Though in need of updating, see specifications for these process domains at: https://www.edpsycinteractive.org/anisa/.

[53] For the development of cognitive structures and logical thinking in conjunction with the learning of arithmetic, measurement and science process skills, that is, experimentation, see the Developmental Activities Program (*dap*) and *Sciencing* which are available by contacting this author.

[54] For an excellent approach to affective competence (emotional intelligence), see: "Carney, Magdelene (1981). "Affective competence: A general introduction" in D. Jordan (Ed.), *The Anisa Model Process Curriculum*, Vol. II (Escondido, CA: Anisa Publications). Retrieved July 2005, from http://www.edpsycinteractive.org/anisa/curriculum/process_aff_intro.pdf] and "Affective Competence," a summary of the above with a suggestion for practical application by this author and available upon request.

[55] These are expressed in the vertical columns of WES's Basic Curriculum Framework Chart and the Supplementary Curriculum Chart

[56] Obtain a copy of a cursory curriculum design for ages 2 to 15 that was written for the proposed Louhelen Baha'i School, Davison, Michigan (c. 1978) by contacting this author.

[57] When there is a separate "computer technology" class, some objectives will need to be taught without any connection to subject matter; for example, hardware and software skills. Once students are competent with these, collaboration with subject area teachers can begin. In one of the middle schools I directed, for example, teachers agreed that word processing skills would be taught in conjunction with language arts objectives; creating graphs and audiovisual presentations would be integrated with social studies; and spread sheets would be taught via mathematics. Some of the student creations were so excellent that their teachers asked them if they could keep them for future use for the following school year as an introduction or review of the topic. Currently, beneficial uses of artificial intelligence applications need to be identified and integrated with various strands of the curriculum framework.

[58] Regarding the term "diagnosis," according to Wiktionary, it is a "learned borrowing from Latin diagnōsis, from Ancient Greek διάγνωσις (diágnōsis), from διαγιγνώσκω (diagignṓskō, "to discern"), from διά (diá, "through") + γιγνώσκω (gignṓskō, "to know." (https://en.wiktionary.org/wiki/diagnosis#Etymology) Although it is used most commonly in the medical field for diagnosing disease, in WES its operational meaning is "to know one's students wholistically, to discern their potentialities, talents, developmental and academic status and needs, etc. through diverse means."

Via cloud-based, cumulative records, teachers, before the school year begins, need to become familiar with their students. For privacy concerns, cumulative records need to have various levels of access and permissions. Dated inputs to these records need to come from all stakeholders—students themselves, parents, former teachers, specialists, and others. The records would "follow" students from year to year and school to school. The emphasis needs to be the identification, development, and application of potentialities, interests, talents, and passions; in addition to the recording and storage of traditional information such as grades, grade cards, achievement test scores, developmental checklists, etc. More sensitive information, for example, the results of psychological testing, could be a deeper level of information in the cumulative record accessible only with parental permission. The entire focus needs to be "bringing out the best of the learner at an optimum rate." Because, in traditional, grade-based education, students have different teachers each year, I have too often seen teachers that don't really get to "know" their students until the end of the first half of the school year. Adjustments are then made, but much time and many opportunities were lost.

In future, I see teachers being paid twelve months per year, including at least a two-week paid vacation, in order to properly close down each school year and to properly prepare for the new one. (This would include being "paid to learn," that is, the school system would pay for certain professional growth courses.) Each school year would end with reporting what students have learned and a diagnosis of what students would like to learn about the following year. This and other information would be entered into cumulative records and reports. While students are on a longer vacation, teachers would have "remunerated" time to get to know their incoming students via cumulative records and conversations with colleagues who have known their students and to organize plans for teaching what students *need* to learn around what they *want* to learn, thereby harnessing the power of subject aim and final cause contained in their interests.

[59] School policies regard food need to be continually informed by and brought into conformity with the Bahá'í writings on nutrition and the latest nutritional science.

[60] This competency emphasizes the importance of knowing about and accommodating students' learning styles and level of cognitive development. Not all students learn in the same way or think at the same level. Hence, by offering a variety of means to learn a particular, curricular objective, achievement is facilitated.

[61] "Always having something to look forward to" applies to both the classroom and school level. It can be a fascinating curricular activity such as a field trip or a non-curricular activity, e.g., a "read aloud" session, joke book time, a game, or a celebration of some achievement. I have found that having this in place enables students to get through the "heavy lifting" involved in the precision phase of learning which often requires a great deal of practice, effort, and hard work in order to achieve mastery.

[62] The environment is one and seamless, yet manifold, i.e., it can be broken down into hierarchically nested dimensions—physical, social, psychological, and spiritual. All of these dimensions are contained in the self of the learner. And each of these dimensions and the self, have three aspects: the known, the unknown but knowable, and the ultimately unknowable.

As can be noticed in the competencies, I recommend that the entire universe—visible and invisible--be represented, displayed, and explored in the classroom and school, e.g., the physical domain via displays of rock collections or magnets, fascinating technical devices and machines, plants, and animals; the social domain via guest speakers and readers; the psychological domain via inquiry into provocative questions and ideas; and the spiritual domain via the display of sacred symbols and objects and the invocation of the Holy Spirit.

[63] If there is enough space in the classroom, for the very young children—infants, toddlers, and kindergartners—including a rocking chair is recommended. Mrs. Hartley taught kindergarten for some twenty years. She always had a rocking chair in her classroom. When a child was very distraught or crying, for whatever reason, she would take her or him on her lap and rock the child and talk gently until she or he had calmed down and could return to a learning activity.

[64] As a resource for this competency, I highly recommend the three volumes on teaching students through their individual learning styles for grades K-2, 3-6, and 7-12 by Rita Dunn and Kenneth Dunn.

[65] I recommend providing a curtained-off reading corner with a rug, pillows, and books; and, if possible, a fish aquarium and/or an aquarium just for small plants in order to help induce a state of meditation or contemplation. (This was a simple way for me to include and axiom from a wise teacher who, in order to build responsibility, recommended that each classroom should contain "a space where the teacher is always present" and "a space where there is no teacher present."

[66] One example is to provide didactic materials that are bright-colored or attractive in some other way, but to store them in cubbies or trays that are plain-colored or in transparent, plastic boxes so that the bright-colored materials can be easily seen and selected by students.

[67] This is an oriental display technique called "Ma." The empty space around displays helps to draw attention to the display and invites contemplation by students.

[68] An example of a distracting background might be direct teaching near an open door or window where students can see others passing by.

[69] It is best to formulate classroom ground rules with the participation of students, perhaps reviewing the rules that they remember from the previous year. Consultation should lead to something along the following, recommended ground rules:

A sample of simpler ground rules for younger students:

1. Arrive on time and prepared.
2. Do not interrupt unnecessarily. (Necessary interruptions include, for example, the need to use the bathroom.)
3. Work quietly.

4. Be kind with your words and actions.
5. Listen carefully.
6. Follow directions.
7. Return things to their place.

A sample of more complex ground rules for older students:

1. Cleanliness is expected of everyone.
2. Everyone respects each other and shows this by interacting with kindness and courtesy.
3. Interrupting others unnecessarily is prohibited.
4. All property is respected.
5. All materials and equipment have to be returned to their proper place and all space is left in a clean and operable condition after use. (In other words, the environment is recycled.)
6. Certain activities, identified by the teacher, may be engaged in only with the permission of the teacher. * (This ensures safety and order.)

*This would include the use of electronic devices such as Smart Phones and Tablets.

[70] Values are defined in WES as "patterned uses of energy that are relatively enduring over time." They are composed of smaller patterned uses of energy called "habits" that are often less enduring in time than values but, nevertheless, reflect them, i.e., habits show what one values. Not all habits and values are good. Some are bad. They are commonly called bad habits and vices . . . which are also patterned uses of energy. Virtues are defined in WES as "values that contribute the highest good of all things everywhere." An example of material or physical virtue might be cleanliness or the recycling of cardboard paper. Higher virtues manifest the titles, names, and attributes of God found in the sacred scriptures of the world, e.g., the Generous, the Wise, the Gracious. The term "virtuous values" simply indicates positive values that are not bad habits or vices. Sometimes it might be good for a class to target the removal of a vice such as backbiting, put-downs, or bullying and replace them with virtues such as finding the good qualities in others.

The virtuous values referred to in this competency could be the core values of the school or a selection of values from the values strand of the curriculum framework. Schools could distribute and assign the development of certain virtuous values amongst grade levels and grading periods in order to teach a wide range of virtuous values. (*The Family Virtues Guide* by Linda Kavelin Popov, Dan Popov, and John Kavelin recommends the study and improvement of one virtue per week.) Another approach, separately or in parallel to the above, would be for a class to reflect on what values they need or want to strengthen or which negative values they want to weaken.

[71] The bulletin board titles could be "My Best Work" or "Our Best Work."

[72] Preferably, if the "best work" is two-dimensional, such as written work or a painting, it should be mounted on a framed background such as colored construction paper.

(See endnote 105 below for a further explanation of this competence.)

This "best work" competency should be viewed within a larger context of activating the motivational power of goals, subjective aims, and final cause by providing venues for "publishing," "exhibiting," and "performance," not as a means for building the ego referred to negatively by 'Abdu'l-Bahá as "the insistent self," but as venues for service to others by providing them with beauty, entertainment, information, joy, etc. For example, no soccer player wants to attend soccer practice if there is no upcoming soccer match. And no violin player wants to practice for an hour each day if there is no upcoming recital or concert. Hence, multiple ways need to be found and provided for students to "publish" their work or "perform for others," thereby demonstrating their newly acquire skills and their newly developed talents. In Colombia I had a teacher who guided her students in their creation of digital portfolios of their writing and photos of their artwork (an integration of subject areas and computer class skills which received separate grades from the two teachers). During lunch one day, I asked one of the teacher's students what he had done with his digital portfolio. He excitedly told me how he had sent a link to his grandparents who lived in Miami, Florida and how thrilled they were to see his productions. For me, this was a form of "publishing" for an interested audience. The portfolio could have also included videos of a dance performance or a ball game. For reading and writing I had third grade students write and "publish" stories that were compiled into a book. The book was placed in the Reading Corner and soon become the most-read book. Hence, real life and online venues need to be found at the school, community, state, national, and international

level, including the creation of student websites, in order for them to publish and perform both informally and formally, to enter competitions, to collaborate with others in productions, in order to feel the powerful “lure” of subjective aim and the deep satisfaction of serving others by applying their abilities and talents. (This also address the complaint of Alfred North Whitehead about the dangers of what he termed “inert knowledge,” i.e., knowledge that is not applied in some useful way.)

[73] The regular changing of displays on the same bulletin boards is one of the many ways of introducing novelty while balancing it with order.

[74] Students need to be proud of their past, their culture, regardless of whether it is the culture of the ruling class or an oppressed culture. This is an expression of their immanence which “pours in” upon them. Having positive feelings about their culture enables students to better project themselves into the future by setting noble goals and visualizing their attainment. Working with oppressed peoples, I have found the need to help them “reinterpret” history in order to see what they are ashamed of as something heroic, for example, having parents or grandparents who, due to persecution or oppression, made the sacrifice of leaving a higher paid job in one country and taking a lower-paid job in another country due to the lack of knowing the language of the new country or not having a recognized professional credential or certificate.

[75] One way of doing this is to create a “Sacred Corner” or a “Sacred Niche.” It could be a small table with a cloth cover. Students, on a rotating basis, could bring in items for display. Their significance could be discussed during Circle Time.

For Bahá'í-based schools, I recommend the permanent display of the Bahá'í ring stone symbol because of its sacredness, its meaning—"God is Most Glorious,” its symbolization: the two stars representing the two Prophets for the Bahá'í dispensation—the Báb and Bahá'u'lláh, the three horizontal lines representing the degrees of existence—divinity, Prophethood, and servitude—and the vertical line representing the connecting role of the Holy Spirit; and its use as a teaching tool to introduce and continually refer to and expand upon these concepts.

Other symbols that could be displayed on a permanent or rotating basis are: the “Greatest Name” in Arabic calligraphy translated as “O Glory of the All-Glorious,” the five-pointed star given by the Báb, and the nine-pointed star.

Also, as the most exemplary role model of the Bahá'í Teachings, different photos of ‘Abdu’l-Bahá could be displayed on a rotating basis and referred to through stories about His life.

[76] This attention to the future strengthens students’ sense of “transcendence” and their ability to project themselves into the future. I once saw a guidance counselor’s office full of university pennants sent to her by students admitted to those colleges. They inspired underclassmen to follow in their footsteps to higher education.

[77] For this competence, I highly recommend the Developmental Activities Program (*dap*) by Darrell G. Phillips and Dale Rubley Phillips.

[78] A makerspace is a room in a school that provides hands-on, creative ways for students to design, experiment, and invent as they engage with a variety of tools and technology and in order to enrich a wide variety of curricular subjects and objectives. See, for example: www.makerspaces.com.

[79] In the Reggio Emilia approach, ateliers are usually rooms in schools where students make and create things related to the subject of their inquiry and express themselves via “the hundred languages.”

[80] In this competency, “Classroom without Walls” refers to outdoor education. See, for example: https://www.mosvlaanderen.be/aan-de-slag/internationaal-samenwerken/classrooms-without-walls-a-practical-guide-for-outdoor-learning. A WES-based, PowerPoint presentation for training outdoor educators is available from this author.

[81] Of course, all of these technological competencies depend on having access to hardware, software, Internet connectivity, etc.

[82] One way of building cohesiveness and solidarity is to set whole-class goals such as the number of books read or behavior goals such as reducing the counted number of interruptions and then having whole-class celebrations of goal attainment and victories!

[83] A rotating duty wheel can be created and can include responsibilities such as passing out papers, watering the plants, caring for the classroom pet, tidying up the classroom, cleaning the whiteboard, messenger services, etc.

[84] The type of embrace or even the use of an embrace depends on the culture, social norms, and school rules.

[85] Having a class or group “sit quietly in silence” can be used, for example, in the classroom to regain calmness, in a chapel, in a garden, in a wooded area on a field trip, or under the stars at night on an overnight excursion.

[86] Blocking or diminishing that which is detrimental is an expression of the all-important process of “negative prehension” as explained in the philosophical foundations of WES.
[87] When sufficient floor space is available for “circle time,” personal space is established by having students grasp their left and right hands together and making a back-and-forth swinging motion and adjusting the between-student space until the elbows of adjacent students do not touch one another. The ground rule for personal space is that no one enters the personal space of another without her or his permission. (Examples of activities that allow two personal spaces to become one are building projects and didactic “games” of various sorts.

For individual work with manipulatives on the floor, another technique from the *dap* program *is* called “making a bubble,” i.e., an imaginary half-sphere, around one’s self. The rule is that no one, including the teacher, may enter one’s bubble physically or verbally, including the teacher, without the permission of the person in the bubble. A “double bubble” for two students can be formed when the activity is appropriate for cooperative learning, for example, Marble Works and the Farm / Zoo activity in *dap*.
[88] For some people “social intelligence” and making friends comes naturally. For others, explicit instruction can be helpful. For example, in his seminal book *How to Win Friends & Influence People* ([New York: Pocket Books, 1981] 112), highly recommended by billionaire William Buffet, Dale Carnegie gives six ways to help make friends: (1) Become genuinely interested in other people. (2) Smile. (3) Remember that a person's name is to that person the sweetest and most important sound in any language. (4) Be a good listener. Encourage others to talk about themselves. (5) Talk in terms of the other person's interests. (6) Make the other person feel important--and do it sincerely.
[89] This competence supports the Romance phase of WES’s “rhythm of learning” by activating the motivational power of students’ subjective aim (purpose) prior to the instructional activity, i.e., before proceeding to the Precision phase of WES’s “rhythm of learning” composed of the sub-processes of differentiation and integration that often require great concentration, work and practice.
[90] The most important positive consequence of following classroom and school ground rules is learning at an optimum rate without interruptions. Other positive consequences, for both individuals and the class as a whole, can include agreed upon or surprising, positive consequences such as special notes for individuals and a game at the end of a day for the class.

Regarding negative consequences, for third graders, I used a baseball rule: “three strikes and your out.” Serious eye contact or holding up one finger was strike one; two fingers—strike two; and then, for strike three—three finders and “time out” at a desk facing a wall away from the group learning activity for reflection until the student felt that she or he could return to the group and follow the rule—usually, the rule about not interrupting unnecessarily. Or, another example, if the Reading Corner became too noisy, I simply put a sign on it saying that it was closed for the rest of the day.

For high school students, a negative consequence that often worked was simply to whisper in his or her ear, “I need to talk with you after class.” Depending on the seriousness of the offense, beginning with the nobility of the student’s character is a more effective approach, e.g., by asking, “You usually follow our ground rules, is there something wrong? Are you ok?” If the misbehavior continues, there are, of course, more serious, negative consequences.
[91] See my article, “The ‘Hidden’ Law Curriculum,” (Bogotá, Colombia: Colegio Nueva Granada, *Insights*, No. 5, May 2005).

WES contains a supplementary curriculum strand regarding “regulatory systems” such as “laws,” for each ontological domain. At the beginning of each year, when establishing ground rules, I like to begin with the question, “What would it be like if there were no traffic laws? If you didn’t have to drive on the wrong side of the street? If you didn’t have to stop at red lights? If you could go as fast as you wanted?” Students would excitedly describe the chaotic results. I then asked them, without such traffic laws, whether it would take more time or less time to travel, for example, from their home to school. The answer is usually “more time,” if at all! We then discuss classroom rules and how they help us to get from one place to another—a place in the school or from not knowing something to learning something new--without wasting time due to interruptions. The same principle can be applied to other areas. For example, by discovering the laws of air pressure, human flight, after thousands of years, was finally achieved. And knowing and following this law “freed us” to fly to new places faster and in safety. The same reasoning can also be applied to spiritual laws such as obligatory prayer and fasting. Class discussions on this curriculum strand, at all ages, can be fascinating!

[92] One of the techniques that I learned from Irene Hartley was the use of the phrase, “You need to . . .” I found it to be not too strong and not too weak; to be just right in tone. For example, instead of screaming, “Sit down!” which often indicates that classroom management is out of control, and, rather than asking a question such as, “Could you please sit down?” which opens the door to a “yes” or “no” answer, stating calmly but firmly, “You need to sit down,” in my experience, offers a happy medium.

[93] The feelings aroused by slight differences in expression, I have found to be important. For example, in relation to this criterion, I recommend to teachers that, after explaining something, instead of asking students, “Do you understand?”, which, if they did not, they feel ignorant; they should politely ask, “Did I explain myself clearly?” That way, if the student can indicate that they still do not understand, or only partially understand, then the teacher can take on the responsibility of not communicating well enough and offer a different or better explanation. There are various ways to check for understanding. For whole group instruction, one way is for students to use their thumbs: up for “I got it”; down for “I’m lost,” and sideways for, “I kind of get it but I need further explanation or more examples.” During individual or small group instruction, understanding can be assessed by asking students to formulate, in their own words, a summary of what was explained.

[94] From a kindergarten teacher, I learned to use the first days of class to practice transitions . . . and only transitions. Students were put into groups at learning centers and would pretend to be working. With a signal from the teacher, they would practice putting didactic materials away, pushing in their chairs if at a table, and then moving to the next activity. When this was done smoothly, the next day, actual learning activities would begin. The same approach, like practicing a fire drill, could be applied to the practice of quickly lining up and travelling to another part of the school.

It is important to note that the Wholistic Educational System gives great importance to “the process of transitions” in general, throughout the entire life cycle, for example, during birth, making the transition from the womb to this outer world as smooth and comfortable as possible; the transition from home life to school life; from one school to another; from living in one culture to living in another culture; from school life to university life; from the learning phase of life to vocational life; from single life to married and family life; from career life to retired life; from earth-bound life to the afterlife. Periods and processes of transitions are too often overlooked in favor of the states that are being transitioned from and to. For instance, what happens during the transition from the classroom to the cafeteria is given the same importance as what happens in the classroom and in the cafeteria. And again, another example: new students coming from another country and culture need a specially designed program of support during their transition in order for them to feel welcome, comfortable, and connected to their new learning community. For this purpose, in one middle school, veteran students were asked to volunteer to be “assigned and introduced buddies” and others as “unintroduced, secret buddies” of new students. The veteran “buddies” would go out of their way to care for, guide, befriend, and “check in” on new students until they were independent and felt “part of the gang!”

[95] “Learning something about everything” helps to develop “generalists,” to assure that students learn what they “need to know,” and, thereby, heighten the quality of their survival. “Learning everything about something” encourage students to follow their talents and passions. It helps them to become “specialists” and will probably lead them to their life work and means of earning a living.

[96] The following is a quotation from ‘Abdu’l-Bahá on “wait time.” It is an example of His anticipating the research on the need to allow time for cognitive processing. It also shows the need for the deep study of the Bahá'í teachings on education and related topics and their integration with educational research and praxis.

> Among children, some grasp a thing quickly, while others take their time to arrive at a conclusion. The former are called intelligent and praised by some as being superior to the latter, who are laughed at and considered stupid. Often, however, a child of the second group, who seems slow, is gifted with a superior intellect, and therefore needs to ponder a thing before pronouncing judgment. He has less sagacity, less quickness of parts, than the other, but in real intellect, he is superior. –‘Abdu’l-Bahá, 'Abdu'1-Bahá, in Marzieh Gail, *Summon Up Remembrance* (Oxford: George Ronald, 1987), 233-34.

[97] An excellent question to stimulate a student to elaborate on her or his brief answer is, “Why do you think so?”

[98] A review of extant research is needed on the psychomotor, perceptual, affective, cognitive, and volitional (especially motivational) differences and similarities between interacting with paper books versus digital books.

[99] One way of achieving rapport with students is to “be with them” not just physically but psychologically. For example, when students are feeling sad or happy, or feeling their failures or victories, the teacher feels and expresses his/her sadness or happiness with them, and feels and expresses his/her sympathy with their failures or celebrates their victories, and so on.
[100] For example, if the teacher gives a poetry writing assignment, s/he first shows an example of her/his own poetry and tells how she may have struggled to write and improve it.
[101] For example, not snacking in class or on the bus when students are not permitted to do so.
[102] Examples of challenging field trip activities might include long, uphill hikes; rafting; caving; repelling; crop harvesting; or a school-painting service project.
[103] See endnote 45 above.
[104] For example, when students are working with a set of didactic materials such as building blocks or collections of objects for classification, or science experiments, the teacher needs to mentally “tie her/his hands behind her back” in order to avoid touching the materials in an attempt to “help” the child. Instead, students’ interactions with the materials can be guided by using questions such as, “Why did you place this (item) here?”
[105] Especially for second-language learning, there needs to be a ground rule or an agreed-upon understanding in place that makes it clear that, when the teacher corrects a student’s language expression and the student repeats the word, phrase or sentence correctly, there are to be no “put downs” via laughter, mockery, or making fun of the mistake in some other way. The class needs to see themselves as “a learning family” in which mistakes are viewed as a natural part of the learning process, including the mistakes of the teacher. Of course, if the teacher wants to model “laughing” at her or his own mistakes, that might be appropriate at times because, so often, mistakes are humorous and being humble enough to laugh at oneself is a good ability to have.
[106] Although it may be hard to make one-on-one time, the selection process offers each student the opportunity to practice finding the “distinctive features” of excellence and to explain what makes her/his “best work” better than her/his other productions. This enables the student to set a standard of personal excellence and to strive towards regularly repeating or surpassing that standard.

The selected “best work” could be displayed on a classroom or hallway bulletin board or included in a portfolio for a student-led, parent-teacher conference.
[107] The following is a vision for teacher preparation and professional growth. It applies mainly to K-12 education but should also be applied to university-level training of professors.

The Bahá'í writings confirm the importance of the teacher who teaches the “whole child and learner”: the body, his/her relationships, the psyche, and, most importantly, the soul. Science confirms that teachers (in collaboration with parents, other family members, and the community and its institutions) is in charge of educating the most complex, created entity known—a human being. As the status and remuneration of teachers grows in society, the number and quality of young people that aspire to be teachers will increase.

In response to an internal calling, a vocational yearning, after years of experience as a recipient of education as a student, a beginning experience with teaching could be as a volunteer while studying in school or college or serving as a children’s religious class teacher on weekends.

As part of a professional preparation program, the beginning role, rather than as a student teacher, should be as a teacher’s aide. This gives the learner the experience of carrying out tasks and instructing learners under the guidance of and alongside a master teacher. Observing, collaborating with, and being mentored by a credentialed, exemplary teacher is priceless.

The teacher’s aide role should gradually transition to a role as student teacher gradually taking the lead in teaching: diagnosing, prescribing (planning), arranging and guiding interactions with the environment, and assessing achievement.

Once credentialed, fledgling teachers, ideally, should be paired as co-teachers with master teachers, those with a master’s degree and at least five years of teaching experience.

Particularly talented master teachers should, for periods of two or three years, be invited to serve as staff developers, teacher trainers, and part or full-time professors of education. The training of master teachers as staff developers should include a course on adult development and learning.

Fledgling teachers whose master teacher becomes a staff developer should take over as lead teacher and be assisted by a newly assigned teacher’s aide or co-teacher. This classroom then, will be used for demonstration by the master teacher while s/he trains other teachers. (Trying to train teachers in new ways of teaching without the learner being able to observe a

classroom that operates with the new ways, is nearly impossible. Video recordings would be the next best method.)

Master teachers should not be out of the classroom more than two or three years because they need to keep up with the research and its implementation. Hence, the remuneration of master teachers that are teaching students should not be less than master teachers that are teaching fellow teachers, i.e., that are serving as staff developers, teacher trainers, or education professors.

Education professors should have to be continually engaged in or periodically returning to school teaching. Too often, university schools of education become “the land of research and theory” and years roll by without the professors working directly with school children and youth. And schools too often become “the land of praxis” based too much on tradition and too little on cutting edge research and theory.

Teachers want support with solving daily, practical problems and challenges in the classroom without realizing more fully that “there is nothing more practical than a good theory,” especially when faced with an unfamiliar situation. The two—theory and practice--need to develop side-by-side. School teachers need to be conversant in and their praxis guided by the latest research/evidence-based theories. And educational researchers and professors need to be engaged in schooling on a parallel basis or by regularly returning to the school classroom on a two-to-three-year, cyclical basis. Again, whenever remuneration is increased by taking on a more complex role as trainer, researcher, or professor, it should not be decreased when the person returns to a practioner role in order to gain inductive knowledge from testing new ideas, theories, approaches, methods, and strategies first hand.

[108] Assessment is actually “a new diagnosis.” However, because, currently, for example, pre-testing and testing are viewed as separate processes, WES also distinguishes diagnosis from assessment.