



The Foundation for American Christian Education

# CERTIFICATION

## THE PRINCIPLE APPROACH<sup>®</sup> MASTER TEACHER CERTIFICATION PROGRAM MANUAL

Authentic American Christian Education



# The Foundation for American Christian Education

*Resolute in teaching Biblical principles that sustain liberty*



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## A New Chapter of Restoration Begins

*Congratulations and welcome to the FACE Master Teacher Certification program.*

**The word “certify” in Webster’s 1828 means “to make certain, to testify to in writing, to make known or establish a fact.”**

The Master Teacher Certification will allow you to cultivate and celebrate a milestone in career achievement for service to the Kingdom of Christ. You will achieve new levels of preparation and confident leadership.

The Principle Approach® enables teachers to return to authentic American Christian education and the methods that produced the statesmen and patriots, men and women who thought governmentally, first in light of personal character and ultimately in terms of civil government. They gave us the world’s first Biblical self-governing nation that became the hope and envy of every nation and the engine of great earthly benefit to all mankind.

American education’s story is one of triumph, erosion, and now, restoration. Thank you for the courageous decision to be part of the restoration.

### **The Qualities of Authentic American Christian Education**

1. Love of teaching that begets love of learning.
2. Biblical worldview demonstrated in the topic.
3. Methods that form Christian character and conscience.
4. Providential view of history.
5. Imparts life-long learning skills.
6. Consistent use of logic and reasoning.
7. Effective communication skills.
8. Strategies for enabling every learner.

*The most important fact about the subject of education is that there is no such thing.*

*Education is not a subject, and it does not deal in subjects. It is instead **the transfer of a way of life.***

G.K. Chesterton

## Principle Approach: Authentic American Christian Education

### The Master Teacher Certification Program

equips teachers with instructional, planning, and curriculum skills, based in the Biblical philosophy of education that frames the Principle Approach methods. Participants will create a teacher notebook for lifelong use with the tools for the independent completion of Practicum II.

The same standards as required for the Foundations notebook method governs the Certification notebook (binder). The program incorporates “workshop” sessions for practice of the methodology, for curriculum planning, lesson construction, and for individual mentoring of teachers and administrators.

**WHY** the Principle Approach? It is the Biblical Christian PHILOSOPHY for educating the child.

**WHAT** is the Principle Approach? It is the learning METHOD best fitted to reach the mind and heart of the child.

**HOW** is the method accomplished? By basing the curriculum—the order and choice of subjects to be taught—on the authentic Christian philosophy and method of teaching and learning.

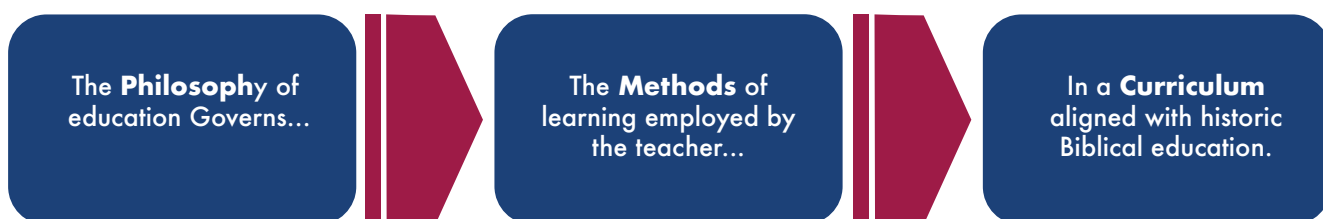
### There can be no syncretism...

*Either Creator God is Sovereign and Provident and has expressed His will to man through His Word...*

### OR

*Created man is god and the child is indoctrinated to serve a pagan, secular, Marxist agenda.*

The two philosophies are mutually incompatible.



### Definitions

**Overview** A document that gives the specifics for one year of instruction.

**Quarterly Plan** A plan for one quarter of instruction, typically 9 weeks.

**Unit Plan** A plan for a unit of instruction, typically a unit will vary in length from 3-9 weeks.

**Lesson Plan** A plan to teach one lesson of instruction. Some lesson plans are for one class period while some teachers will use one lesson plan for 2-5 days of instruction.

## Overview of the FACE Principle Approach®

### Master Teacher Certification Program

#### Cultivate Vigor of Mind and the Love of God

The Master Teacher Certification Program was developed with the Christian school in mind. The program aims to teach and train a new generation of teachers and administrators the historic model of authentic American Christian education—the Principle Approach. This model of education achieved almost 100% literacy in the original colonies and produced citizens who could clearly reason, write, and articulate the principles of Biblical liberty. The foundation of liberty resides in the basic literacy of our youth, which requires the skills and ability to know and handle, with wisdom, these truths. You have answered the call to restore Biblical education to its rightful place in the curriculum. The Principle Approach Master Teacher Program enriches you with growing confidence in the integrity and practice of authentic American Christian education. The program is designed to equip teachers with instructional, planning, and curriculum skills, based on the Biblical philosophy of education that frames the Principle Approach methods. Participants will create a teacher notebook for lifelong use with the tools for the independent completion of Practicum I and Practicum II.

#### Basics of the Program:

1. **The Foundation Course** is the prerequisite for applying to the Certification Program. Submit the completed course assignments.
2. **Principle Approach Master Teacher Certification Application Process.** Complete the online application and submit it with the following documents:
  - a. Résumé or CV.
  - b. History of your teaching experience.
  - c. History of your Principle Approach training.
  - d. An essay explaining why you want to enter the program.
  - e. A letter of recommendation from your pastor.
  - f. Consent to be directed by an assigned FACE certified mentor.
3. **Practicum I:** Complete and submit the assignments in the online Canvas site as they are completed.
4. **The Application Course:** Attend the week-long summer session offered only in person at the Chesapeake, Virginia campus.
5. **Complete the daily Application Course assignments: Submit these on Canvas.**
6. **Obtain approval of completion from your mentor who will help prepare you for Exhibit.**
7. **Practicum II:** Complete the assignments, including your model lesson, and present this lesson to your mentor by video submission or through an online meeting platform.
8. **Exhibit:** Attend the 3–5-day session where you and your fellow graduates will present your lesson to a panel of Master Teachers for evaluation. CELEBRATE your new Master Teacher designation.

## The Unique Role of FACE Mentoring

1. When the initial application to the certification program is complete, reviewed, and approved FACE-certified Mentor will be assigned to guide, review, and approve your independent work for Practicum I and II, and the preparation of your Exhibition presentation.
2. The FACE Mentor will review your work by the timeline and respond with guidance, correction, suggestions, or amendments as needed. The Mentor will keep a formal record of mentoring sessions, which may include phone calls, emails, texts, Zoom meetings, or in-person meetings. This assures your readiness for the Application Course, the independent work of the Practicum I and II, and your presentation at the Exhibition Course.
3. The FACE Mentor reports regularly to the Director regarding individual progress of candidates and readiness for the next step.
4. This unique personal assistance plays a crucial role in preparing you to practice the Principle Approach with confidence and joy.

## PRACTICUM I

### *Following The Foundation Course: Research, Reason, Relate*

Select a topic of history that you would enjoy learning and teaching. Choose a grade level that you plan to teach, grades three through twelve. Survey the Noah Plan History and Geography Curriculum Guide for suggestions of topics. However, you are not limited to those topics.

#### **Practicum I Requirement:**

Using your topic, develop seven lesson plans. Each lesson teaches one of the seven principles of America's Christian history and government in the order presented in Teaching and Learning on p. 63.

#### **Preparation for the Practicum:**

1. Use the model lesson plan on page 109 of the Noah Plan History and Geography Curriculum Guide.
2. Refer to the "Guide to Writing Lesson Plans" on page 110, noting the exact grade level, date, quarter, week, teacher, title, subject, key individual discussed, geography, assignments, and references.
3. Using the original 1828 Webster American Dictionary of the English Language, identify and define the vocabulary related to teaching and learning your selected topic.
4. Access primary source material related to the topic, from original writings, letters, etc.
5. Plan the methods and modes of teacher presentation to engage interest at the grade level and draw students to internalize and articulate the principles taught.
6. Complete one key individual chart and either one key document chart or one key event chart related to the topic.
7. Create a model of each student assignment as a gauge of appropriateness. Complete each assignment as though you were the student.

## Due Dates for Practicum I Assignments

*The following due dates are for each assignment.*

Carefully plan your timeline and add these due dates to your personal calendar. Then, break down each monthly assignment, allocating weekly time blocks to complete one aspect of the work. By doing this diligently, you will easily complete Practicum I and be ready for the next steps.

LESSON	DATE DUE	NOTES
<b>Lesson Plan 1</b> <b>God's Principle of Individuality</b> Model of each written student assignment.	Sept. 30	Complete your first lesson plan and submit it to your mentor. Do not work on lesson plans 2- 7 until your mentor has fully approved your work.
<b>Lesson Plan 2</b> <b>The Christian Principle of Self-Government</b> Model of each written student assignment.	Oct. 31	
<b>Lesson Plan 3</b> <b>America's Heritage of Christian Character</b> Model of each written student assignment.	Nov. 30	
<b>Lesson Plan 4</b> <b>Conscience is the Most Sacred of all Property</b> Model of each written student assignment.	Dec. 31	
<b>Lesson Plan 5</b> <b>The Christian Form of Our Government</b> Model of each written student assignment.	Jan. 31	
<b>Lesson Plan 6</b> <b>How the Seed of Local Self Government is Planted</b> Model of each written student assignment.	Feb. 28	
<b>Lesson Plan 7</b> <b>The Christian Principle of American Political Union</b> Model of each written student assignment.	March 31	
Key Individual Chart	Due:	Completion date will vary as this assignment is connected to one of your 7 Lesson Plans.
Key Document or Key Individual Chart	Due:	Completion date will vary as this assignment is connected to one of your 7 Lesson Plans.



## The Application Course Schedule 2025

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	8:30 - 9:00 Worship, Prayer, Scripture, Announcements				
8:30 - 9:00	Worship and Devotions Max Lyons	Worship and Devotions Max Lyons	Worship and Devotions Max Lyons	Worship and Devotions Max Lyons	Worship and Devotions Max Lyons
9:00 - 10:00 Includes 10 minutes of questions & discussion	Authentic Christian Education Mike Myers	Mastery: You as the Living Textbook Mike Myers	The Nature and Practice of the Learner Mike Myers	Purposeful Engagement for Thriving Mike Myers	Ever Growing: Exceling Still More Mike Myers
	10:00 - 10:15 BREAK				
10:15 - 11:45	Introduction to Curriculum Content and Design (How is PA curriculum distinct from traditional curriculum?)  Carole Adams	The Wholeness of Principle Approach Curriculum: the Christian History Literature Program (Overview of program and mini lesson)  Linda Andrus	The Noah Plan Curriculum Guides: Your Curriculum: History & Geography (From timeline to a classroom lesson)  Max Lyons	Principles & Leading Ideas, Reasoning & Reflection, Writing and Discussion (Models and Tools)  Linda Andrus	Complete workshop assignments  Max Lyons
	11:45 - 1:00 LUNCH				
1:00 - 4:00 Independent curriculum work with mentoring	Workshop in Curriculum Design  Subject at Grade Level: • Scope of content • Methods • Objectives • Student Expression  MENTORS	Workshop in Overviewing  Four quarter sequence of content and expectations including projects, field study, celebration.  MENTORS	Workshop in Unit Planning  One unit of study scheduled fully  MENTORS	Workshop in Lesson Design  Design one lesson from the quarter with balance of reasoning, analysis, and student expression  MENTORS	Presentation of Work  Course evaluation & prayer  Max Lyons
Additional	Monday only, 8 AM breakfast and fellowship				

## The Application Course (On-campus)

### Workshops in Curriculum Design and Development

#### *Four R'ing, Overviewing, and Lesson Planning*

#### Workshop I in Curriculum Design and 4 R'ing

**1. Definitions:** Take ownership of the vocabulary of your subject (history, science, music, geography, Bible, government, etc.) to discern its purpose and nature using Webster's 1828 Dictionary and other tools. For an example of the 4 R'ing of the subject of Reading, look at pages 148-152 of *A Guide To American Christian Education* by Jim Rose.

- a. Look up your subject and write down its definition. You can use the online Webster's 1828 Dictionary for this process (<https://webstersdictionary1828.com/>)
- b. Define the key words in the definition; identify further key words of the subject and define. At this point you should have the vocabulary of your subject consisting of ten or more key words.

**2. Search the Scripture:** with a concordance or *Where To Find It In The Bible*, identify how the key words of the subject appear in the Bible.

- a. Select Scriptures that suggest principles of the subject. A principle is a broad or general truth.
- b. Write a summary definition of the subject **in your own words**.

**3. Write the main ideas you discovered about**

**the Subject:** this provides a whole view of the subject, giving a broader context for identifying the grade-level content.

- a. Examine the curriculum charts in the front of *The Noah Plan* subject curriculum guides. Consult the curriculum guide of the subject that you have decided to work in. For example, the History Curriculum Charts are on pages 7-33 of the *History and Geography Curriculum Guide*.

b. Reference other sources for detailing and enriching the subject.

- i. Text books and reliable Internet sources
- ii. Primary sources – biographies, autobiographies, journals

**4. Research the history** of the subject, the key individuals of the subject, the key events and key documents.

#### Workshop II in Overviewing

Look at page 107 of the *History and Geography Curriculum Guide* for a one page visual explanation of the next three days of workshops.

Develop the **Overview** of the subject using The Principle Approach Overview template to introduce the subject to the student as the roadmap for the year's work. The proper sequence in planning is: (1) whole year overview (2) quarterly plan (3) unit plan (4) lesson plan. A "unit" of study can vary from one week to one quarter depending upon the subject, grade and topic; this is under the discretion of the teacher. A "lesson plan" can vary in length too. Some teachers want to write daily lesson plans, some write a plan that lasts 2-3 days and others have a plan that is for a week of instruction.

- 1. Identify the purpose and goals** of the subject at your grade-level (See Noah Plan curriculum guide overviews).
- 2. Utilizing the work from yesterday's workshop, identify the principles of the subject** suggested by the definitions, by the Scriptures, and by the subject content.
- 3. Identify the subject content** to be taught at your grade level. You may (a) adopt the subject

content from the grade **Overview** in *The Noah Plan Curriculum Guide* or (b) modify the subject content from the Overview or (c) create your own subject content from scratch.

4. Include resources, grading scale, and any other pertinent information for students.
5. Use a FACE writable **Quarterly Plan** template to plan the teaching sequence, emphases, and pace. Alternately, you can follow the (very similar) Noah Plan overview as a template.
6. Determine the time needed in the schedule and calendar for teaching and learning each unit. Remember to prioritize depth of reasoning and the acquisition of wisdom, skills, character, and knowledge—depth over breadth. It is not a race to the goalpost of “covering the book.” Remember that what the student masters and internalizes is priority over memorizing and regurgitating facts.

### Workshop III in Unit Planning

1. Choose one quarter of your year’s curriculum and divide the planned teaching and learning into the subject’s natural units of instruction. For example, a history teacher who has a nine week quarter may choose to teach three units of three weeks each.
2. Determine the number of lessons each unit requires for completion at your grade-level and subject.
3. Refer to the Guide to Writing Lesson Plans, (for example, in the History-Geography Curriculum Guide, p. 110) to plan your series of lessons, considering each aspect of the lesson to be taught, drawing students in, cultivating the love of learning, the presentation with tools and aids, student interaction with the lesson towards mastery.

4. Determine the outcome of the lesson you will target and what learning success will consist of.
5. Using the FACE writable Lesson Plan template, plan a series of lesson plans to cover the unit.

### Workshop IV in Teacher and Student Notebook

1. Begin to develop your **Teacher Notebook** to contain your overview, planning details, and written lesson plans. You will file all resource material for teaching the subject in your teacher notebook for reference as you teach.
2. Plan the **Student Notebook**:
  - a. Plan the student notebook organization with title page, student overview of the subject, labeled dividers for the components to be taught, notebook grading sheet, etc.
  - b. Determine the standard you will require for notebook work: specifics of neatness, order, accuracy, and completeness. This will need to be in writing for your students and their parents.
  - c. Plan projects, presentations, special day celebrations, field studies, etc.

### Workshop V: Completing Assignments and Presenting Your Work

1. Review the week and reflect on your progress.
2. Ask questions and get input from Faculty members.
3. Continue your research and prepare to present your work to date.

## Teaching Faculty of the Principle Approach Master Teacher Certification



**Carole Adams**

*President of the Foundation for American Christian Education*

Dr. Carole Adams' work in Christian education inspired her and her husband, John, to establish StoneBridge School (SBS) in Chesapeake, Virginia, where she served as head of school for 21 years. She serves on the SBS Board of Directors as School Founder and Academic Chairman. She served FACE founder Rosalie Slater as FACE vice-president for ten years and was appointed FACE President in 2006. She is a noted author and speaker.



**Max Lyons**

*Director of Principle Approach Competence*

Dr. Max Lyons holds a BA in Mathematics from Virginia Wesleyan University, a Master's of Christian School Administration from Regent University, and a Ph.D. in Christian Education from Whitefield Theological Seminary. He served as a teacher and administrator in three Christian schools. In his current position at FACE, he directs the FACE teacher training programs, assists with the Lessons in Liberty forum, and manages FACE teaching services.



**Mike Myers**

*Director of The Leading Schools program*

Dr. Michael Myers was a public-school science teacher but discovered the Principle Approach® while attending Regent University in the mid-1980s. It was a life-altering encounter. Upon earning a Master's Degree in School Administration, he returned to Lancaster, Pennsylvania, and founded Dayspring Christian Academy as a Principle Approach school, serving as headmaster for 34 years. Dr. Myers earned a Doctoral Degree in Christian Education Leadership at Regent University in 2011.



**Linda Andrus**

*Director of Content Management*

Linda Andrus is a FACE Master Teacher and taught at StoneBridge School (SBS) before a career in marketing and advertising. Linda and her husband, Keith, were one of the founding families of SBS, and all three of their sons received a Principle Approach® education, graduating from the school. She is a co-author of *Language Mastery Literature and Classic Grammar, Level Four and Level Five*.



## The Application Course Outcomes

- Solidify the mastery and practice of authentic American Christian education methods.
- Cultivate the Biblical providential worldview of history and government in support of every subject in the curriculum.
- Practice applying the philosophy and methodology of the Principle Approach to form Biblical reasoning, Christian scholarship, and Christian character.
- Develop the “living” curriculum by aligning wisdom and knowledge to the Gospel and its principles through the subjects.
- Demonstrate in practical classroom application the Biblical, classical, historic, and tutorial distinctives of authentic Christian education.
- Engage and address student individuality, tutorial learning, and character-building methodology and expectations.
- Employ field study and enrichment experiences for visual, tactile, and cultural enhancement through the fine arts.

## Critical Competencies

- Practice and apply the standards, the skills of scholarship, and the educational tools of authentic American Christian education in developing curriculum.
- Practice employing Principle Approach methods strategically to lead towards mastery subjects and skills through the knowledge of God and his Word.
- Demonstrate reasoning from Biblical principles to formulate clear, accurate, and logical expressions of thought upon a sound philosophy of education in research and writing assignments.
- When appropriate, locate, incorporate, and cite primary sources, as opposed to secondary sources or historical commentaries, in research and writing.
- Develop and emphasize principles, leading ideas, themes, key individuals, key events, and key documents, the Providence of God (plan, gospel purpose, and provision) in research and writing, lesson planning, teaching and learning methodologies, and curricular content.

*See to it that no one takes you captive by philosophy and empty deceit, according to human tradition, according to the elemental spirits of the world, and not according to Christ. Colossians 2:8*

*There is a philosophy which is a noble exercise of our reasonable faculties and highly serviceable to religion, such a study of the works of God as leads us to the knowledge of God and confirms our faith in him. But there is a philosophy which is vain and deceitful, which is prejudicial to religion and sets the wisdom of man in competition with the wisdom of God, and while it pleases men's fancies ruins their faith.*

*Matthew Henry's Commentary on Colossians 2:8*

## Practicum II - Prerequisites for The Exhibition Course

Following The Application Course, an independent practicum is submitted by the teacher as the next step in The Principle Approach Master Teacher Certification program.

### Practicum II Objectives

- Apply The Principle Approach, philosophy and methodology to demonstrate the methods of teaching Biblical reasoning, Christian scholarship, and Christian character.
- Engage the student's individual learning needs with appropriate character-building expectations in developing in the "living" curriculum.
- Use a field study and enrichment experiences to incorporate visual, tactile, and cultural enhancement to the lessons (music, art, craft, etc).

### Critical Competencies

Practice and apply the Principle Approach standards, skills of scholarship, and educational tools in developing curriculum per the standards set in Foundation and Application courses.

Develop and emphasize principles, leading ideas, themes, key individuals, key events, key documents, the Providence of God (plan, gospel purpose, and provision) in research and writing, lesson planning, teaching and learning methodologies, and curricular content.

### Course Texts Required

In addition to the Holy Bible, a related concordance, and the texts required for The Foundation Course.

1. Rose, James, *A Guide to American Education for the Home and School*.
2. *The Noah Plan Curriculum Guides*: English, Literature, History and Geography, and the subjects you teach.

3. Horne, Herman H, *Teaching Techniques of Jesus*, Grand Rapids, MI: Kregal Publishing.

### Practicum II Procedures

#### ☐ Reflection:

1. Read thoughtfully *Teaching Techniques of Jesus, or Jesus the Teacher: Examining His Expertise in Education*, Herman Horne.
  - a. Make a list of the techniques that most call you towards the heart of God.
  - b. Write an "Emphatic Conclusion" to your study of this classic (one paragraph capturing its essential value).
2. Using *the Seven Laws of Teaching* (John Milton Gregory, 1884, one-page hand-out) as a guide, think through how each of the seven laws will guide your preparation.
3. Record your thinking in a paragraph for each law. Example: Law #1 describes the end goal of lesson preparation stating the personal standard you will set for your teaching preparation and by using Webster's definition of the word "preparation."

### ☐ **Preparation:**

Based on your Application Course work in your subject area and chosen grade level, plan a 5-week unit: (at least 10 individual lesson plans):

1. Identify and define the vocabulary necessary to teach and learn your selected topic using the 1828 Dictionary and complete (at least) two word studies of your key words.
2. Outline a five-week unit of lessons, identifying:
  - a. Principles that govern the subject content including:
    - i. Leading ideas (major themes)
    - ii. Goals and objectives for the student
  - b. Vocabulary to define and teach
  - c. Grade-appropriate projects and assignments
  - d. Student presentations and assessment
  - e. Books and resources list
  - f. Discuss and gain approval of mentor in developing lessons based on the planned unit.
3. Develop lesson plans for your 5-week unit to include all components on the FACE lesson plan template.
  - a. Include key chart(s)\* as appropriate (at least one); timelines; modes of enrichment with art, music, drama, etc; reading and writing assignments; visuals; field study; homework; review and assessment.
  - b. Use the writeable Noah Plan lesson templates provided by FACE in DropBox.
  - c. Complete the assignments you have made for your teacher notebook. These serve as standards of expectations.

### ☐ **Presentation:**

Prepare a lesson during The Exhibition Course. The lesson does not have to be one from your five-week unit of lessons.

\* *Key Document, Key Individual, Key Institution, Key Event located in DropBox.*

## Due Dates for Practicum II Assignments

*The following due dates are for each assignment.*

Carefully plan your timeline and add these due dates to your personal calendar. Then, break down each monthly assignment, allocating weekly time blocks to complete one aspect of the work. By doing this diligently, you will easily complete Practicum II and be ready for Exhibition.

LESSON	DATE DUE	NOTES
Read <i>Teaching Techniques of Jesus</i> . Make a list of techniques that most call you toward the heart of God. Write an emphatic conclusion.	Aug. 31	
Using the one page handout, write a paragraph on each of the seven laws from the book <i>Seven Laws of Teaching</i> .	Sept. 15	
Lesson Plan 1 <b>Model of each written student assignment.</b>	Sept. 30	Complete your first lesson plan and submit it to your mentor. Do not work on lesson plans 2- 10 until your mentor has fully approved your work.
Lesson Plan 2 <b>Model of each written student assignment.</b>	Oct. 31	
Lesson Plan 3 <b>Model of each written student assignment.</b>	Nov. 30	
Lesson Plan 4 <b>Model of each written student assignment.</b>	Dec. 31	
Lesson Plan 5-6 <b>Model of each written student assignment.</b>	Jan. 31	
Lesson Plan 7-8 <b>Model of each written student assignment.</b>	Feb. 29	
Lesson Plan 9-10 <b>Model of each written student assignment.</b>	March 31	
Word Study 1	Due:	Completion date will vary as this assignment is connected to one of your 10 Lesson Plans.
Word Study 2	Due:	Completion date will vary as this assignment is connected to one of your 10 Lesson Plans.



## The Exhibition Lesson Presentation

### Congratulations!

You have completed the program requirements to present at the Exhibition module of the Principle Approach Master Teacher Certification program. Now it is time to prepare a lesson that is pleasing to you, enjoyable, and instructive for your fellow class members.

The Exhibition course will be held at the Chesapeake, Virginia campus. You will present your lesson to the class and a panel of Master Teachers, who will evaluate it based on the standards of Principle Approach philosophy and methodology.

The lesson presentation is 45-50 minutes long: 3-5 minutes of introduction, 5 minutes Part I: Engaging the Learner, Part II: Reasoning and Analysis, and Part III: Student Expression of the Subject. (See Lesson Observation p.16)

### Study the following points to be fully prepared.

1. Study The Exhibition Lesson Observation to understand how you will be evaluated.
2. Complete your written lesson plan for your presentation and submit it to your mentor. You may choose any lesson plan templates from the Noah Plan Curriculum Guides. **Due May 1 to your mentor.**
3. Present your lesson plan to your mentor live on a video meeting platform such as Zoom or FaceTime, or record it and send it to your mentor. Your mentor will offer suggestions for improvements and encouragement in your strong areas. This step will give you confidence that you are fully prepared for your final presentation. **Due June 15 to your mentor.**
4. Do not use any activity that requires you to make or serve food. Do not present any “craft” activities unless they are for K-4 or K-5, and then demonstrate the activity, but do not require the class to participate. You will not have time.
5. Do not use PowerPoint unless you need to display maps or other visuals. If you need to show a PowerPoint slide, plan to use your personal computer.
6. A wireless microphone will be provided, so you will be free to move around the room as you teach.
7. Focus on demonstrating competency in handling the foundational aspects of the Principle Approach Biblical philosophy and methodology: timelines, key individual charts, recording in the notebooks, the Biblical foundation of the lesson, reading aloud, leading ideas, reflective writing, etc.
8. Ask a fellow classmate to distribute any handouts before the lesson begins.
9. A resource table will be provided if you need to display props, books, primary resources, or items that support the lesson.

## The Exhibition Course Lesson Observation

Presenter

Mentor

Reviewer

Title of Lesson

Grade Level

Pre-lesson: The candidate presents for the reviewer's benefit a **3-to-5-minute introduction** of the lesson topic to better prepare the evaluation of the model lesson.

**Lesson (45 minutes)** *Three lesson components indigenous to the Principle Approach with subject variation.*

USE OF TIME	LESSON COMPONENTS <i>Check or circle components observed</i>	OBSERVATIONS OF REVIEWER
5 MIN	<b>Part I:</b> <b>Engaging the students to gain their consent to learn</b> Create expectation and interest for learning the lesson: <ul style="list-style-type: none"> <li>Inspire student's heart</li> <li>Impart the value or importance of the lesson for meaning</li> <li>Identify the lesson in the context of the study of the subject</li> <li>Review as is pertinent to the new lesson</li> </ul>	
20 MIN	<b>Part II:</b> <b>Reasoning and Analysis</b> <ul style="list-style-type: none"> <li>Identify the Biblical base and principles taught with leading ideas in the lesson content</li> <li>Vocabulary defined and discussed (1828 Dictionary)</li> <li>Subject presented within the context of providential history</li> <li>Notebook record directed and guided meaningfully</li> <li>Students engaged in thinking governmentally, internal to external, and identifying character as causative</li> </ul>	
20 MIN	<b>Part III:</b> <b>Student Expression of the Subject</b> <ul style="list-style-type: none"> <li>Verbal reasoning expressed</li> <li>Wisdom related to life and learning through questioning, discussion, recitation, reflection, formal writing, presentation</li> <li>Lesson recorded with PA tools of learning               <ul style="list-style-type: none"> <li>Timeline</li> <li>Notetaking</li> <li>T-chart</li> <li>Key chart</li> <li>Essay</li> <li>Other</li> </ul> </li> </ul>	

Commendations of the Reviewer:

Recommendations of the Reviewer:

## Next Steps and Opportunities with FACE

### *Teaching Fellows and Scholars*

Certification opens doors of opportunities to serve, to represent FACE and sister ministries, and to join with others in the noble effort of restoring the family, the church, communities, and the nation, nurturing leadership, friendships, and connections as God seals and bonds of an army of restorers.

#### **A FACE Fellow is described as one who:**

- Ably communicates and demonstrates the Principle Approach by teaching others.
- Is a certified FACE Principle Approach Master Teacher.

#### **Types of service:**

- Training teachers.
- Serving Leading Schools in community outreach.
- Mentoring leaders and teachers.
- Service as a FACE Fellow is remunerated per diem with expenses.
- Fellow teaching and speaking assignments could be for one day or more up to a week.

#### **A FACE Scholar is described as one who:**

- Teaches the Principle Approach and America's Christian history.



**The Foundation for American Christian Education**

# **Self-Assessment of Progress Towards Certification in Principle Approach Teaching and Learning**

**Purpose of this Assessment:**

To determine the level of excellence attained by a teacher in completing the work necessary to become a competent Principle Approach® instructor.



## Self-Assessment of Benchmark Attainment

**Name:** \_\_\_\_\_ **Date of Report:** \_\_\_\_\_

The following benchmarks guide the FACE mentor and the individual teacher in confirming progress toward becoming a Master Teacher. The teacher will enter a check in one of columns 1-3 for each item and make applicable comments in the last column. The teacher will submit this document to their mentor who will add their evaluation in column 4. The mentor will copy the document for their mentee and arrange for a meeting to discuss the results. The mentor will advise the mentee of additional study necessary.

**Use a checkmark to identify the appropriate level of attainment for each entry.**

**0=NOT STARTED**    **1=EARLY PROGRESS**    **2=SOLID PROGRESS**    **3=PROFICIENT**    **4=MENTOR EVALUATION**  
**(1 POINT)**                      **(2 POINTS)**                      **(3 POINTS)**

Benchmark	0	1	2	3	4	Evidence/Comments/Qualifications
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### I. PRINCIPLE APPROACH PHILOSOPHY

1. Articulate a Biblical Philosophy of Education						
2. Implement The Christian Idea of the Child						
3. Conform your life, speech and behavior to Biblical standards of morality.						
4. Demonstrate evidence of Christian character						

### BIBLICAL WORLDVIEW ACQUISITION

1. Demonstrate the Bible as the basis of the subject						
2. Attain a Biblical Theistic score on the PEERS test						
3. Articulate the meaning of a Biblical worldview						

Benchmark	0	1	2	3	4	Evidence/Comments/Qualifications
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### **PRINCIPLE APPROACH MASTERY**

1. Articulate the definition of the Principle Approach						
2. Identify and apply the seven principles of education and government						
3. Document on-schedule progress in the certification program						
4. Demonstrate content mastery of the subject at grade level						
5. Articulate a Biblical Christian view of government						

### **II. PRINCIPLE APPROACH METHODOLOGY**

1. Demonstrate tutorial support of individual learners						
2. Articulate the Providential view of history						
3. Demonstrate use of Webster's 1828 Dictionary as a tool of teaching and learning						
4. Demonstrate the Notebook Method as a tool of teaching and learning						
a. Teacher's notebook						
b. Student's notebook						
5. Demonstrate mastery of the Key Word Study						

Benchmark	0	1	2	3	4	Evidence/Comments/Qualifications
6. Demonstrate teaching by Biblical principles and leading ideas						
7. Articulate and demonstrate Thinking Governmentally						
8. Emphasize composing thought in writing as a tool of mastery						
9. Emphasize discussion, presentation, and recitation in lessons to cultivate speaking skills						
10. Display and use of Christian history timeline in subjects taught						
11. Utilize the essay, composition and other writing assignments.						
12. Plan and execute student opportunities of celebrating learning						

### III. PRINCIPLE APPROACH CURRICULUM

1. Demonstrate application of the Bible in all subjects in thought and use						
2. Demonstrate Principle Approach in subject areas by defining the subject's vocabulary; identifying Biblical purpose in the context of Providential history; identifying the key individuals, events, and documents						

Benchmark	0	1	2	3	4	Evidence/Comments/Qualifications
3. Plan overview for the subject at appropriate grade level						
4. Demonstrate use of primary sources						
5. Demonstrate responsibility to be the living curriculum, modeling Principle Approach philosophy and method						
6. Demonstrate use of the Noah Plan curricula strategically						
7. Demonstrate teacher and student's use of Principle Approach hard copy and digital resources						

TEACHER: \_\_\_\_\_ DATE\_\_\_\_\_

FACE MENTOR: \_\_\_\_\_ DATE\_\_\_\_\_