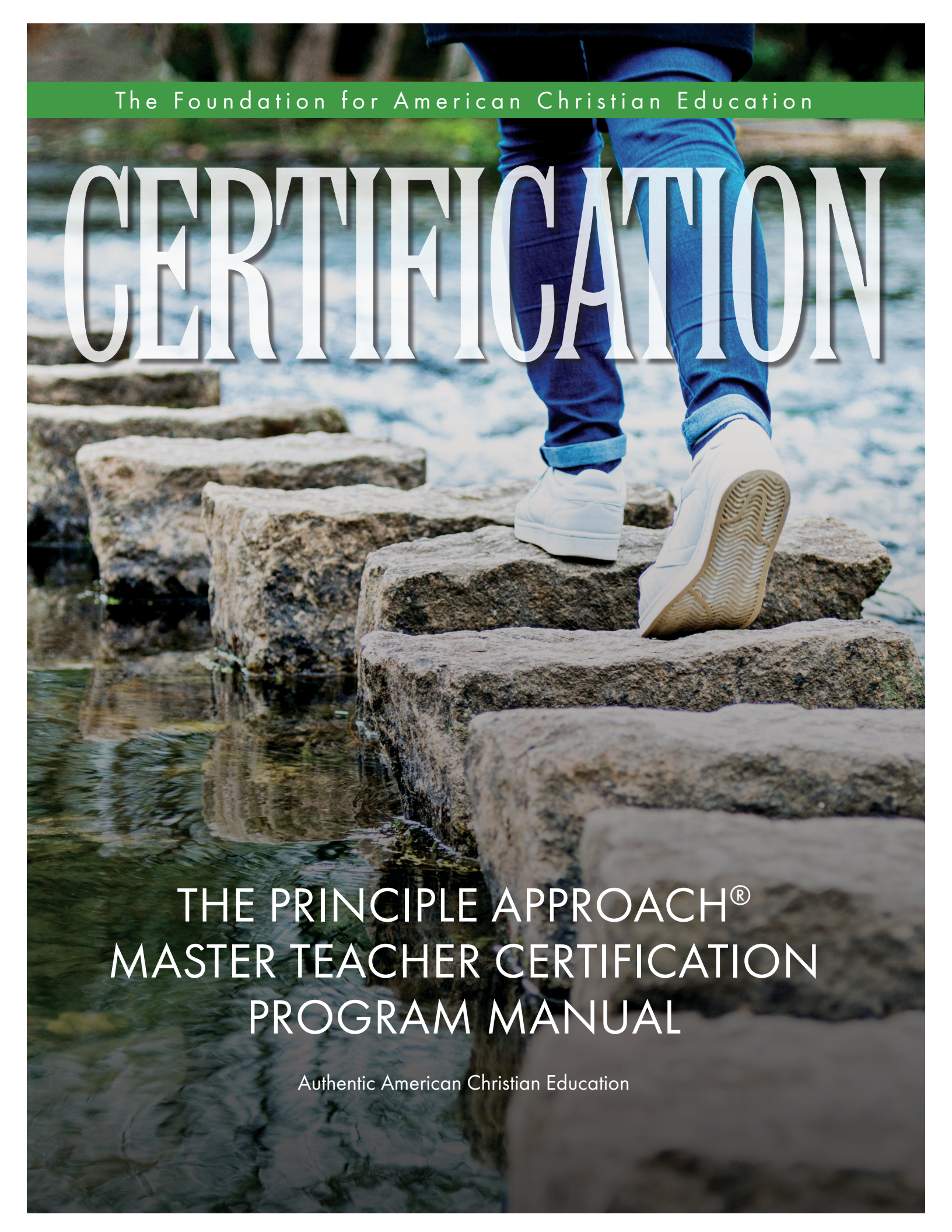




The Foundation for American Christian Education

CERTIFICATION

THE PRINCIPLE APPROACH® 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 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 word “certify” in Webster’s 1828 means “to make certain, to testify to in writing, to make known or establish a fact.” 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. “You are part of a multi-generational movement to restore.”

- A love of learning is manifested in the spirit of teaching to inspire the learner.
- The Bible is placed at the base of every subject by grounding it in the Biblical worldview.
- The methodology fosters reasoning and reflection, Christian character and scholarship, to support lifelong learning.
- The Providential history timeline traces God’s purposes through every subject.
- The methods of teaching and learning develop verbal and written communication skills
- The Principle Approach methods accommodate individual learning needs.

‘The transfer of a way of life’ is the effect of discipleship. Christian schooling is discipleship, forming a way of thinking for life.

“Sanctify them in the truth; your Word is truth.” *John 17:17.*

“All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work.”
II Timothy 3:16-17:

All your children shall be taught by the LORD, and great shall be the peace of your children.
Isaiah 54:11-1

“The Principle Approach imparts the essence of God’s purpose for you, lived out in life and learning.”
John W. Adams, businessman

Outcomes Of The Principle Approach Master Teacher Certification Program

The Principle Approach is America's historic Christian method of Biblical reasoning that places the Bible at the base of every subject in the school curriculum. FACE teacher

certification in the Principle Approach enhances instructional methods and planning skills rooted in authentic American Christian philosophy and educational techniques. The training process, guided by a mentor, includes both on-site sessions and independent study. Participants learn and practice the Principle Approach methods tailored to specific grade levels and subject areas. The process deepens the participant's philosophy of Biblical Christian education, Providential history, and the skills of reasoning and articulation so needed today.

At age ten, John Quincy Adams, served as his Mom's farmhand while his father was away tending to the country's business. He wrote to his father June 2, 1777:

"Dear Sir: I love to receive letters very well, much better than I love to write them. I make but a poor figure at composition; my head is much too fickle. My thoughts are running after birds' eggs, play, and trifles, till I get vexed with myself... I wish, sir, you would give me some instructions in regard to my time, and advise me on how to proportion my studies and my play, in writing, and I will keep them by me and endeavor

to follow them. I am, dear sir, with a present determination of doing better, Yours, John Quincy Adams." (*The Christian History of the American Revolution: Consider & Ponder*) p. #605.

John Quincy's letter tells us much about authentic American Christian education. It inspires the vision of a level of education, responsibility, character, and initiative, achieved in a ten-year-old in 1777, that can be replicated today.

The humility and eagerness to learn shown here represent the character necessary for leadership and wisdom. What education system produced such a character, vocabulary, and self-awareness?

The Principle Approach method, researched diligently from historic records, forms Christian character and conviction; it is rooted in the Bible and its principles. We have the blueprint of successful American Christian education. It has been done already.

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.

The **Philosophy** of
education Governs...

The **Methods** of
learning employed by
the teacher...

In a **Curriculum**
aligned with historic
Biblical education.

Overview of the FACE Principle Approach®

Master Teacher Certification Program

YEAR I

The Basics of the FACE Certification Program:

Completion of the on-site Foundation Course, along with all submitted Foundation Course assignments, is required for conditional placement in the certification program. The program operates annually with new cohorts beginning in late August; the application deadline is August 15. The Principle Approach Master Teacher Certification Program (PAMTCP) application must be submitted online (<https://face.net/pamtcp-app/>) together with the completed Foundation Course assignments and the following attachments:

1. A brief, simple summary of your background, family, educational experience, and the Principle Approach preparation you have completed.
2. A letter of recommendation from your pastor.
3. Your signature on the application indicates your consent to be guided by an assigned FACE-certified mentor.
4. Your determination to complete the four levels of the PAMTCP within two years following The Foundation Course.

Practicum I: A FACE mentor will be assigned to guide you through independent work on a designated schedule of applying the seven principles in constructing The Principle Approach Lesson. Practicum I begins in August and is completed by March.

YEAR II

The Application Course: After completing Practicum I with your mentor's approval, you attend the on-site Application Course in July that prepares you to teach your subject and grade level.

Practicum II: You will use your Principle Approach Lesson Planning skill to develop a “unit plan” from a section of your subject overview at grade level. A FACE mentor will be assigned to you. The Course begins in August and is completed by March.

The Exhibition Course: You will select a lesson to teach to a group of peers, as if you were teaching children at the chosen developmental level. Your mentor will review and advise you, helping you prepare for exhibiting your lesson for evaluation.

The tuition required for the two on-site courses also covers the mentoring for both Practicum I and Practicum II.

Limited housing may be available for on-site course participants on a first-come, first-served basis, requested before May 1. Scholarship funding may be available for teachers employed in the FACE Leading Schools Program.

The Advantage of the Mentor for Certification

With the approval of your application, PAMTCP candidates are assigned a FACE-certified mentor to guide them through the program's four steps. The mentor's role is to review the independent work as it is done, advise and instruct as needed, and ensure that the completed and approved assignments are posted for FACE records. All completed assignments must be submitted to the mentor by the assigned date; see page ____ for the schedule.

Meeting the first deadline ensures your readiness to progress through the course and successfully fulfill the FACE certification requirements. You can do this!

To be formally placed as a candidate for FACE Principle Approach Master Teacher Certification, the first assignment must be approved by your mentor by September 30.

Planning the Principle Approach (PA) history lessons to demonstrate each of the **seven principles in order**, as documented in *Teaching and Learning America's Christian History* (T&L), gives you ownership of the Principle Approach lesson, as you learn how the seven principles are interrelated, how they are applied, and how the structure of the PA lesson creates results.

Set the Stage:

Before you begin, reread pages pp. 88-136 in T&L. Become familiar with the tools you will rely upon:

- The Lesson Plan Template, for documenting and submitting each of the 7 lesson plans
- Webster's 1828 facsimile of *the American Dictionary of the English Language*, used for the definition of lesson vocabulary
- *Teaching and Learning America's Christian History: The Principle Approach*, for exact

language, context, and elaboration of the seven principles

- The Noah Plan History and Geography Curriculum Guide for models and reference

Steps for Completing Practicum I:

1. **Complete seven lesson plans structured to demonstrate each of the seven principles in their proper sequence, teaching a history topic within one class period.**
 - a. You will learn that the sequence of principles is not random, the last three depend on the first four, and all principles flow from "God's Principle of Individuality."
 - b. The lesson plan is written on the provided **Lesson Plan Template**, recording the essentials of a successful lesson for a particular grade level. Keep other notes and research in your professional notebook for further use.

PRACTICUM I

Master The Principle Approach Lesson

PRACTICUM I - Continued

2. In preparing to develop a lesson plan, **the key idea to remember is: Think Governmentally!**
 - a. “Thinking governmentally” will establish the cornerstone of a Principle Approach lesson and will create a clear purpose and focus of the lesson. This will help remove unnecessary content and/or time-wasting, ineffective methods.
 - b. Each lesson plants these ideas:
 1. **Ask the question, “Who or what is in control?”**
 2. **Instruct thinking from “internal to external.”**
 3. **Teach cause to effect.**
 - c. The Principle Approach desired outcome: “The lesson will reach the student’s heart as well as the mind, directing the academic material to impart wisdom, truth, and principles for life.”
3. Select the key vocabulary essential to the lesson and define the words using the original Webster 1828 edition. This will guide your thinking through the lesson. *Write at least one complete Word Study and submit.*
4. To reach the heart as well as the mind, the lesson must be straight as an arrow, not overloaded with facts, but tied together by the purpose you are targeting. The Lesson Plan Template will guide you.
5. Plan how you will engage students, activate reasoning and reflection, guide discussion towards the goal, and use Principle Approach methods.
6. Create a model of each student assignment, as though you were the student, to prove its appropriateness and value.

7. As you are moving through Practicum I, complete **two** of the Key Charts – one Key Individual chart, and either a Key Document chart or a Key Event chart related to one of your topics, and submit to your mentor.

Please remember that this lesson is for children at their grade level and developmental stage. It demonstrates the “target” — what you want the lesson to do—how you will engage the student to achieve the outcome. Learning happens in the student; the lesson is the external cause of that effect. Remind yourself continually that the lesson is not about all the knowledge you have but the engagement of the student in principled thinking.

Every student is a unique individual, made by God in His image, able to think, imagine, reason, learn, and choose, yet with uniquely individual thoughts, imaginations, reasoning, learning skills, and choices. Every child is created to be a learner, each with a uniquely individual mind, made by God for His purposes. Maintain methods and standards for different types of learners.

Historically, the best-educated among us were taught individually by parents and tutors until prepared to enter university and self-educate, mostly as young teenagers. Today, teaching is often mechanized, standardized, unified, and sanitized to the point of ineffectiveness. But not the Principle Approach! Learning is not stamped out by a machine. Learning is incubated in the heart, nurtured in the mind, and expressed in individual interests, imagination, and the vocabulary of each learner.

The mark of greatness is not sameness with others; it is a fully cultivated individual identity.

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
Using the one page handout, write a paragraph on each of the Seven Laws of Teaching	Sept. 1	
Lesson Plan 1 God's Principle of Individuality 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.
Lesson Plan 2 The Christian Principle of Self-Government Model of each written student assignment	Oct. 31	
Lesson Plan 3 America's Heritage of Christian Character Model of each written student assignment	Nov. 30	
Lesson Plan 4 Conscience is the Most Sacred of all Property Model of each written student assignment	Dec. 31	
Lesson Plan 5 The Christian Form of Our Government Model of each written student assignment	Jan. 31	
Lesson Plan 6 How the Seed of Local Self Government is Planted Model of each written student assignment	Feb. 28	
Lesson Plan 7 The Christian Principle of American Political Union 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 Event Chart	Due:	Completion date will vary as this assignment is connected to one of your 7 Lesson Plans.

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.



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.



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 was 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 Principle Approach Application Course 2026

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Meditate on the Key Words Related to Teaching & Learning				
8:30 - 9:00	Meditate: The Heart Proverbs 4:23 <i>Guard your heart with all diligence, for from it flow springs of life.</i>	Meditate: The Wisdom Proverbs 4:7 <i>The beginning of wisdom is this: Get wisdom, and whatever you get, get insight.</i>	Meditate: The Knowledge Proverbs 18:15 <i>An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.</i>	Meditate: The Understanding Psalm 119:34 <i>Give me understanding, that I may keep your law and observe it with my whole heart.</i>	Meditate: The Purpose Ephesians 1:11 <i>Being predestinated according to the purpose of him who worketh all things after the counsel of his own will.</i>
9:00 - 10:15	The Christian Idea of the Teacher and the Child <i>Definition is everything! "Let the children come!"</i>	The Notebook Method vs. Screens Penmanship	The Nature and Practice of the Learner	Purposeful Engagement for Thriving	Ever Growing: Exceling Still More
	10:00 - 10:15 BREAK				
10:30 - 12:00	Reasoning from Life Principles and Leading Ideas: 3 Keys <i>Principle, Reason, Govern</i> Curriculum <i>What is curriculum? Four types to govern; chart. The Unit Plan.</i>	Selecting Source Materials <i>Examples</i> The Wealth in the Noah Plan Curriculum Guides Q & A	Teaching Communication Skills—Verbal and Written for Leadership	Reasoning & Reflection Writing and Discussion <i>Balancing the Lesson</i>	Candidate Presentations of Unit Planning
	12:00 - 1:15 LUNCH				
1:15 - 4:00	Workshop in Unit Design Subject at Grade Level: • Scope of content • Methods • Objectives • Student Expression	Workshop in Overviewing Expectations of Student Outcomes <i>Including projects, field study, and celebration.</i>	Workshop in Unit Planning One Unit, Fully Planned and Scheduled	Workshop in Lesson Design Design One Lesson <i>from the quarter with a balance of reasoning, analysis, and student expression</i>	

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:

Developing Curriculum

The Requirements for Completing Practicum II

Completing the Application Course prepares you for Practicum II. The purpose of Practicum II is to develop a unit on one topic in the subject's overview over several weeks. First, the Unit Plan Template is developed, then the necessary lesson plans according to the time allotted in the teaching schedule.

Set the Stage

1. To prepare for Practicum II, reflect on your reading of *Teaching Techniques of Jesus* by Herman Horne, listing the techniques and writing an “emphatic conclusion” that captures its core value. Review the Seven Laws of Teaching by John Milton Gregory, provided in a one-page handout, to guide your preparation. (See Practicum I)
2. The tools you will use for Practicum II:
 - The Unit Plan Template outlines the curriculum to be planned
 - The Lesson Plan Template for submitting lesson plans
 - Webster, 1828 facsimile of the *American Dictionary of the English Language*, used for the definition of lesson vocabulary
 - *Teaching and Learning America's Christian History: The Principle Approach*, for context and further explanation of the methods
 - The Noah Plan Curriculum Guide related to your subject

Steps for Completing Practicum II

You will plan a unit of teaching and learning in your subject at your grade level to exercise the principles of lesson-writing you've learned and practiced completing a set of lessons needed for teaching one section of your year's subject overview – a unit of study.

What is a unit of study?

As learned in the Application Course, Principle Approach teachers start with an overview of the subject curriculum. This overview serves as a roadmap for the year's teaching at a specific grade level. The year's curriculum is divided into units of four to nine weeks. Practicum II provides experience in developing one unit through lesson plans. This process sharpens the content to align with the principles to be taught, emphasizing reasoning, research, relating, and recording the key content.

For example, see the Noah Plan Literature Curriculum Guide pp. 15, 36-40. The third-grade literature overview is divided into four quarters. In the last quarter, the classic *The Lion, the Witch, and the Wardrobe* is taught over three to four weeks, depending on how many class periods are available.

Your unit plan, based on the 3rd-grade overview, might require two to three classes per week over three weeks. It should include reading aloud classic texts and teaching literary analysis, covering setting, plot, characters, theme, and style. This amounts to six to nine lesson plans. Review the subject curriculum guide and select the overview and unit to develop.

PRACTICUM II - Continued

1. Assignments are due to your mentor by the calendar date for review and advice, then corrected and posted.
2. Develop your unit:
 - a. Identify and define your core vocabulary using the 1828 dictionary.
 - b. Conduct a thorough word study on the main theme of your unit.
 - c. Outline a unit of lessons using the Unit Plan Template, including the principles, main ideas, objectives, vocabulary, projects, and student assignments.
 - d. Seek your mentor's advice and approval.
3. Create the lesson plans using the Lesson Plan Template.
4. Provide a completed student assignment for each lesson to ensure the lesson achieves your intended goal.
5. Select one of your lessons to present at Exhibition.

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	
Lesson Plan 1 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- 10 until your mentor has fully approved your work.
Lesson Plan 2 Model of each written student assignment.	Oct. 31	
Lesson Plan 3 Model of each written student assignment.	Nov. 30	
Lesson Plan 4 Model of each written student assignment.	Dec. 31	
Lesson Plan 5-6 Model of each written student assignment.	Jan. 31	
Lesson Plan 7-8 Model of each written student assignment.	Feb. 29	
Lesson Plan 9-10 Model of each written student assignment.	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 on p. 19 to understand how you will be evaluated.
2. Complete your written lesson plan for your presentation and submit it to your mentor.
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	Part I: Engaging the students to gain their consent to learn Create expectation and interest for learning the lesson: - Inspire student's heart - Impart the value or importance of the lesson for meaning - Identify the lesson in the context of the study of the subject - Review as is pertinent to the new lesson	
20 MIN	Part II: Reasoning and Analysis - Identify the Biblical base and principles taught with leading ideas in the lesson content - Vocabulary defined and discussed (1828 Dictionary) - Subject presented within the context of providential history - Notebook record directed and guided meaningfully - Students engaged in thinking governmentally, internal to external, and identifying character as causative	
20 MIN	Part III: Student Expression of the Subject - Verbal reasoning expressed - Wisdom related to life and learning through questioning, discussion, recitation, reflection, formal writing, presentation - Lesson recorded with PA tools of learning - Timeline - Notetaking - T-chart - Key chart - Essay - Other	

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 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 _____