

Andrews University Digital Commons @ Andrews University

School of Distance Education Faculty Publications

School of Distance Education

2011

An Adventist Curriculum Needs Assessment: A Global Survey of Secondary School Teachers

Glynis Bradfield

Andrews University, glynisb@andrews.edu

Pretoria St. Juste

Jerome Thayer

Andrews University, thayerj@andrews.edu

Follow this and additional works at: <http://digitalcommons.andrews.edu/distance-pubs>

 Part of the [Education Commons](#)

Recommended Citation

Bradfield, Glynis; St. Juste, Pretoria; and Thayer, Jerome, "An Adventist Curriculum Needs Assessment: A Global Survey of Secondary School Teachers" (2011). *School of Distance Education Faculty Publications*. 9.
<http://digitalcommons.andrews.edu/distance-pubs/9>

This Other is brought to you for free and open access by the School of Distance Education at Digital Commons @ Andrews University. It has been accepted for inclusion in School of Distance Education Faculty Publications by an authorized administrator of Digital Commons @ Andrews University. For more information, please contact repository@andrews.edu.

An Adventist Curriculum Needs Assessment:
A Global Survey of Secondary School Teachers
Glynis Bradfield, Pretoria St. Juste, and Jerome Thayer
Andrews University

An Adventist Curriculum Needs Assessment:
A Global Survey of Secondary School Teachers

Introduction

Building redemption-oriented schools of excellence (Dulan, 2003), “demands the most devoted, faithful workers and the very best methods of labor, in order that a strong influence for Christ and the truth may be constantly exerted” (White, 1948, p. 721). Although Seventh-day Adventist *higher* education has long been the focus of the General Conference, Adventist *secondary* education has received relatively little attention and support. However, recently the General Conference has taken steps to focus on Seventh-day Adventist secondary education.

In 2005 the General Conference Office of Education funded a global needs assessment study as the first step towards better resourcing of information, integration of faith in learning training, and technology for the improvement of Adventist secondary education. The Curriculum and Instruction Resource Center Linking Educators (CIRCLE) was invited to conduct this evaluative study. CIRCLE is coordinated from the School of Education on the campus of Andrews University, Berrien Springs, Michigan. CIRCLE seeks to build awareness of what resources are available and provides a clearinghouse where resources developed from an Adventist worldview can be accessed, and continually added by Adventist educators. CIRCLE has the potential to link Adventist educators who have resources with those who need them, anytime, anywhere.

Setting up the Study

To determine those issues which were of greatest importance to stakeholders, the research team, Glynis Bradfield, principal researcher and Director of CIRCLE, and her research assistants, dialogued directly with the General Conference education director and ten division

leaders. The study included twelve divisions: East-Central Africa, Euro-Africa, Inter-American, North American, Northern Asia-Pacific, South American, South Pacific, Southern Africa-Indian Ocean, Southern Asia, Southern Asia-Pacific, Trans-European, and West-Central Africa. No Seventh-day Adventist secondary schools were operating in the Euro-Asia Division at the time of this study.

From these interviews (see questions in Appendix A) it became evident that 1) Bible curriculum and resources to prepare Adventist secondary teachers to integrate faith in learning (IFL) were priority concerns for most leaders, and 2) knowledge of what resources were *available, used* and *needed* to teach from the Adventist worldview at the secondary level was limited. Findings from the first global secondary teacher survey conducted by Paul Brantley (2003) provided insights and raised additional questions.

As a result, the research team decided to use a secondary teacher survey to investigate the following questions:

1. How do Adventist secondary teachers *perceive* the *philosophy* of integrating faith in learning? *How*, if at all, are they *practicing* this Adventist worldview?
2. To what extent are secondary teachers aware of *available* Adventist curriculum resources?
3. Which of these faith-integrating resources, if any, do secondary teachers actually *use*?
4. What kinds of resources, ideas and support are considered *useful* in integrating faith and learning in the classroom? How *effective* are resources actually used perceived to be?
5. What *factors* negatively *impact* teaching from an Adventist world view?
6. How can the needed resources best be *delivered* to Adventist secondary schools?

7. How have resource awareness, usage and needs *changed* since the first global survey of high school teachers in 1997?

Research Method

Population

The objective of this research was to determine secondary teachers' perceptions of how to integrate faith in learning, and to determine the availability and use of resources that facilitate teaching from an Adventist worldview. As a result, all secondary teachers within the Seventh-day Adventist education system formed the population from which a sample was taken.

From this population individual schools were selected. Every second high school from those listed in the Seventh-day Adventist Yearbook online at AdventistDirectory.org as of April 2005 was invited to participate in the survey. A total of 265 schools were included. The Seventh-day Adventist Yearbook does not provide information on the number of teachers employed at individual schools hence we cannot identify how many teachers were in the sample.

Those teachers who had access to the internet completed their surveys online; others completed email or paper versions. Ten surveys were mailed to each school without an email address, and the principal was requested to copy surveys for all teachers, or if this was not feasible, to randomly select at least one teacher per subject area to participate.

The Instrument

Responses from interviews (Appendix A) with ten division directors provided the researchers with an understanding of priority issues to be investigated and guided the development of the research questions in this needs assessment of Adventist secondary education. One survey instrument, with five sections (A – E) namely; background information,

integrating faith in learning, resource availability, resource use, and problems in integrating faith in learning, was developed.

The researchers used Brantley's 1997 secondary teacher survey instrument to guide them in developing survey questions. In order to compare data, many questions included in the 2005 survey were identical. To enrich data, Part C, general resource availability, and Part E, problems impacting the integration of faith in learning, used three point scales rather than yes/no checkboxes used in the 1997 study. Education director interviews guided the rewording of several items and the selection of additional questions. Division and union education directors were then invited to complete the proposed survey as a pilot group. The completed instrument (Appendix B) had eighty-seven (87) items.

In 1997, two teachers from each school were randomly selected by subject area to respond. The subject options were science, history, language/literature, math and Bible. Results indicated some differences in perceptions and practices of faith integration. To answer questions about all content areas at the secondary level, the 2005 study included physical education, music and art, and business or technology; it invited all teachers in sampled schools to participate.

Division education directors advised the research team that where English, French, Spanish or Portuguese was not the first language, teachers in sampled schools could participate using one of these four languages. The online survey, in English only, was created for the sampled schools where internet access was readily available. Once the survey was made available to all participants, follow-up included as many as seven emails, a second mailing, faxes and telephone calls through March 2006. Survey responses were returned October 2005 through June 2006.

Widespread email access and strong education director support resulted in higher percentages of teacher responses for the East-Central Africa, Euro-Africa, North American, Northern Asia-Pacific, and West-Central Africa divisions. These leaders are commended for their support of this study.

Limitations

Inaccurate or incomplete phone, fax or email addresses negatively affected responses for the Inter-American, South American and Southern Asia-Pacific divisions. Although the research team sent several reminders and even delayed the date for data collection to facilitate this group, the percentage of responses from these divisions was significantly lower. Consequently, these divisions are not adequately represented in the results. This poses a problem for generalization of the study to these regions. Division and union offices of education are encouraged to keep school contact information in the Adventist yearbook updated, to facilitate future research.

The French, Portuguese, and Spanish versions of the instrument omitted the option to list 'other' teaching assignments in the item that asked for teaching assignments. The French and Portuguese versions listed two age options as 39-49 and 49-59 rather than 40-49 and 50-59 (Appendix B). These discrepancies were as a result of translation problems but presented no critical bias to the research findings.

Data Analysis

Data was collected by mail, email, fax and through the online survey instrument. All email, fax and some paper responses were manually transferred into the online survey tool. English or Spanish paper responses were scanned and coded directly into the Statistical Package for the Social Sciences (SPSS) version 14. The online data set was combined in SPSS with the scanned data. The 1997 data was included for comparative analysis.

This report includes descriptive and inferential statistical analysis of the quantitative data. Further analysis will be conducted in response to specific stakeholder questions. Qualitative data (Appendix D) was coded using emergent categories. One researcher analyzed and categorized the qualitative data, with a second reviewing the categories developed to reduce the likelihood of researcher's bias affecting the results.

Results

Designed to record only the division, union/mission, and conference/field location, no identification of the individual responding or the specific school was kept. Because the Adventist yearbook does not include the number of teachers in each school, the exact size of the secondary teacher population was not available. The number of individual responses is shown as a percentage of the 830 teachers who identified their division. The number of schools sampled within each division is shown as a percentage of the total sample of 265 schools. This provides a by-division response rate comparing the percentage of schools to the percentage of teachers who responded in that division, as shown in Table 1.

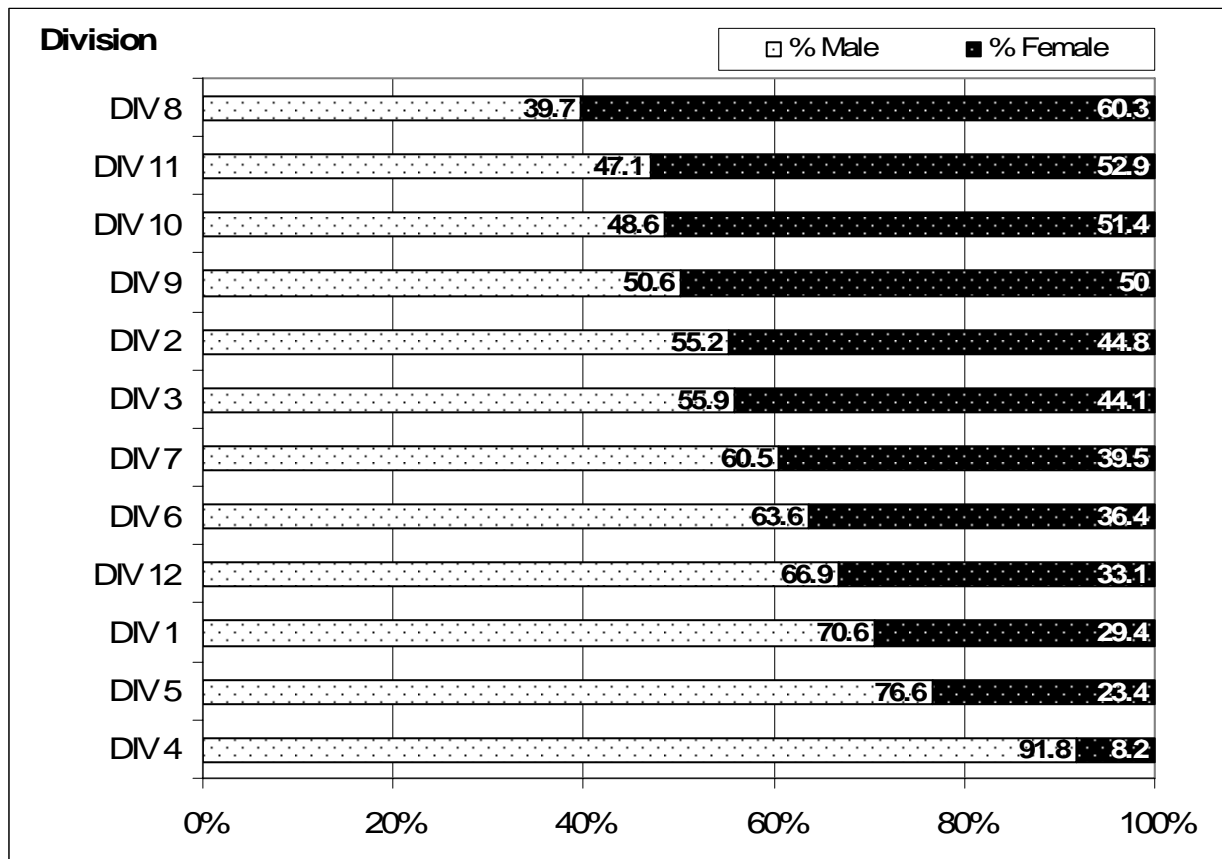
Table 1: Responses by Division

Division	N Schools	% Schools	% Responses	N Responses
DIV 1	4	1.5%	2.0%	17
DIV 2	5	1.9%	3.5%	29
DIV 3	8	3.0%	4.1%	34
DIV 4	8	3.0%	5.9%	49
DIV 5	9	3.4%	9.5%	79
DIV 6	11	4.2%	4.6%	38
DIV 7	12	4.5%	2.7%	22
DIV 8	26	9.8%	10.5%	87
DIV 9	35	13.2%	8.8%	73
DIV10	35	13.2%	8.9%	74
DIV11	45	17.0%	8.4%	70
DIV12	67	25.3%	31.1%	258
Totals	265	100.0%	100.0%	830

Demographics

The number of baptized Seventh-day Adventist secondary teachers decreased slightly from ninety-nine percent (98.9%) of 461 teachers surveyed in 1997 to ninety-four percent (94.4%) of 834 teachers in 2005. The gender ratio changed from sixty-six percent (66%) male in 1997 to sixty percent (60%) in 2005. Chart 1 illustrates the variation of this ratio by division.

Chart 1: Secondary Teacher Gender by Division



The percentage of secondary teachers who had been Seventh-day Adventists for over 31 years increased from 1997 to 2005 (Table 2). In the same period, the percentage of teachers who were Seventh-day Adventists for less than 20 years decreased (Table 2). A similar change occurred in teacher age (Table 3). Teachers who participated in the 2005 study were older than those who participated in the 1997 study.

Table 2: Years an Adventist

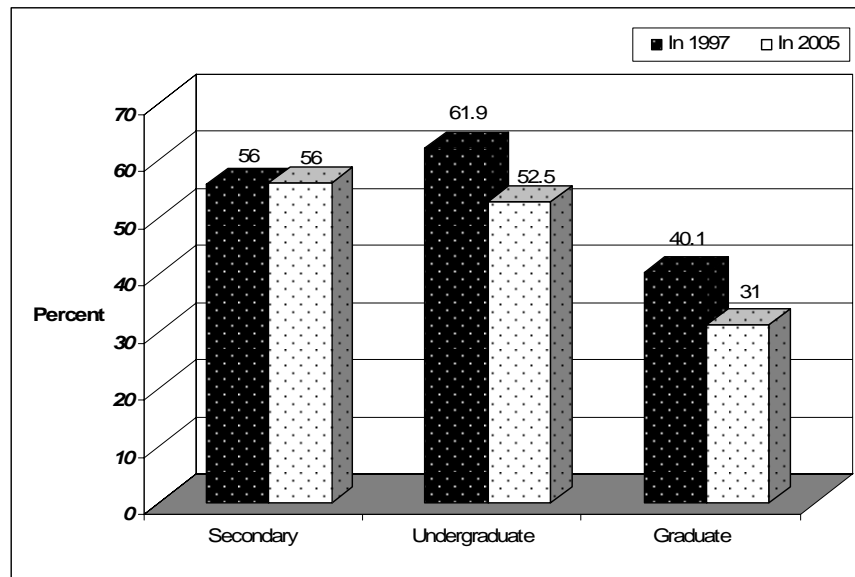
Total Years Adventist	% in 97	% in 05
1-10 yrs	12.2	8.7
11-20 yrs	31.8	24.4
21-30 yrs	27.6	26.9
over 31 yrs	27.3	35.2

Table 3: Teacher Age

Teacher Age	% in 1997	% in 2005
20-29	21.2	17.4
30-39	35.8	27.6
40-49	26.2	30.7
50-59	14.6	18.5
60's or more	2.3	5.8

The percentage of teachers who had attended higher education was almost identical in 1997 and in 2005. Recruiting and maintaining younger teachers at the secondary level may be an issue. See variations in division data in Appendix C. Further, the number of Adventist teachers who had completed training at Adventist colleges and universities declined as shown in Chart 2. But nearly three quarters (72.2%) of the 319 teachers who attended Adventist secondary schools also attended Adventist colleges for most of their undergraduate education. Seventy-one percent (71.1%) of teachers who attended non-Adventist secondary schools continued with non-Adventist tertiary education. Increased support of Adventist elementary and secondary education may be the best marketing plan for Adventist higher education.

Chart 2: Percent of Teachers Who Attended Adventist Schools & Colleges

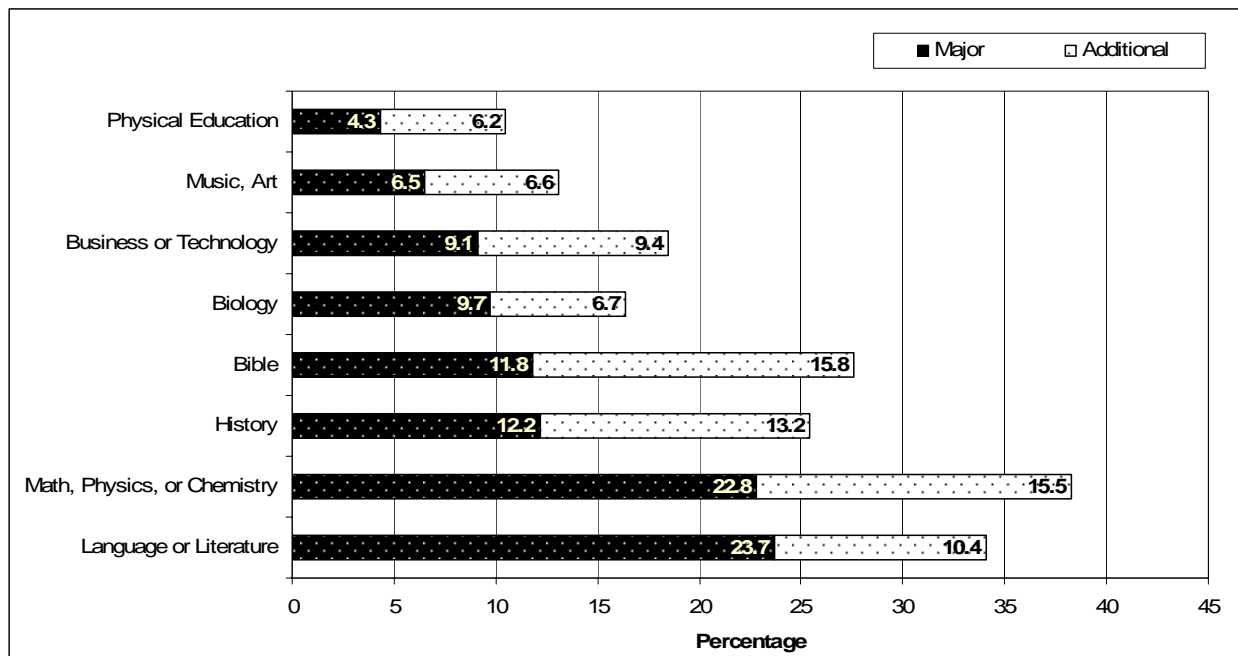


Of the 326 teachers who attended Adventist undergraduate colleges or universities, sixty percent (60.4%) continued with graduate studies at Adventist universities. Eighty-six percent (85.5%) of teachers who attended non-Adventist undergraduate education continued in non-Adventist programs at the graduate level. Eighty-seven percent (86.6%) of teachers had a teaching degree and/or held valid certification for their region. Of the 108 who did not have a teaching degree or certification at the time of this study, sixty were working on certification.

Secondary teachers were asked to select their major teaching assignment from a list of eight options: bible, biology, business or technology, history, language or literature; math, science and chemistry; music and art, and physical education. The next question gave teachers the option to list additional assignments not included in the subject listing. Thirty teachers indicated they also had administrative, counseling, pastoral or dean responsibilities. Twenty-one teachers listed industrial art, agriculture, food service or home economics as other teaching assignments. 'Other' refers to teaching assignments teachers have in addition to their principal subject areas. Entries in the 'other' field for geography, government or economics were included

with history; health or anatomy and physiology were included with biology; advanced math with math, physics and chemistry; and drama or ESL with language or literature. Chart 3 indicates secondary teacher content area involvement in both major and additional assignments.

Chart 3: Major and Additional Teaching Assignments



The percentage of respondents who taught language and literature, or math, physics or chemistry, is double those who taught any other major subject. Results vary greatly by division (tabulated in Appendix C), reflecting regional curriculum priorities.

Faith Integration Perceptions

Findings reveal that seventy-nine percent (79.2%) of teachers understood the term, ‘integration of faith in learning’. Seventy-two percent (72.2%) disagreed with the statement, ‘it is difficult for me to integrate biblical faith in the subjects I teach’. Seventy-nine percent (79.4%) believed that making conscious plans to integrate faith in learning is realistic.

Eighty-four percent (84.4%) of teachers wanted to know more about integrating faith and learning; while seventy-five percent (75.3%) of teachers would like in-service training on how to

teach from the Adventist world view. This varies by division, as shown in Appendix C. Interest in training in the three divisions where Adventist teacher preparation and/or Adventist teacher certification is required was below sixty percent (41.4%-57.9%), where percentages range from seventy-three (73.3%) to ninety-five (95.3%) for the other nine divisions.

Seventy-four percent (73.9%) of teachers with a teaching degree or certification would like in-service training. Fully ten percent more (83.5%) of teachers without a teaching degree or certification indicated they would like in-service training. While eighty-five percent (85%) of teachers believed that their school administration encouraged faith integration, only forty-seven percent (46.6%) indicated that their local education office prepared them to integrate faith in their teaching. Clearly, the majority of secondary teachers is interested in putting Adventist education philosophy into practice and would welcome in-service training.

Faith Integration Practices

To what extent are secondary teachers integrating faith, and how, if at all, are they doing this? Ninety percent (89%) of teachers selected 'living a Christlike life' as the principal way they integrate faith in learning. They often discuss Christian values in the classes they teach. These findings concur with those of a recent study of 262 principals, chaplains, teachers and students in 19 South Pacific Division Adventist secondary schools. In this qualitative research, teachers most frequently cited personal example as the key strategy to teaching Christian values and ideas (Hill, 2006).

Eighty-five percent (85.4%) of teachers carried out some of their plans to integrate faith in their classes. But only fifty-eight percent (57.6%) agreed that most of the lessons they taught made specific reference to biblical ideas and themes. Understandably responses varied by major teaching assignment on this question. Table 4 shows the percentage of teachers identified within

their major teaching assignment who agreed or strongly agreed that most of their lessons made specific reference to biblical ideas and themes.

Table 4: Teachers Whose Lessons Refer to Biblical Themes

Major Teaching Assignment	Percent	N
Bible	94.4	89
History	66.7	93
Language or Literature	58.6	181
Biology	56.9	72
Physical Education	55.9	34
Music or Art	51.0	51
Business or Technology	46.3	67
Math, Physics or Chemistry	37.6	178

Fifty-eight percent (58.1%) of teachers were willing to share how they integrate faith in their teaching at a workshop, indicating a level of experience and willingness to assist colleagues through in-service training. Although sixty-one percent (60.9%) of teachers regularly integrate faith in classes and indicated that this year they tried exciting new approaches, responses varied by content area. Table 5 shows the number of teachers by major teaching assignment who responded to this item.

Table 5: Teachers Regularly Integrating Faith & Trying New Approaches

Major Teaching Assignment	Percent	Number
Bible	78.9	90
History	68.8	93
Language or Literature	63.5	181
Business or Technology	57.6	66
Math, Physics or Chemistry	55.4	175
Biology	50.7	75
Physical Education	46.9	32
Music or Art	46.0	50

Perceptions of what faith integration is and how to teach from an Adventist worldview were similar in both studies. Qualitative comments (Appendix D) echo South Pacific Division

research findings which indicated that teachers could more clearly verbalize their Adventist world view and make more deliberate use of strategies for teaching values and ideas (Hill, 2006).

A longitudinal study of individual teachers might provide more information on how teachers progress through identified levels of deliberately implementing faith integration plans (Bouvet de Korniejczuk, 1993). Such a study could assist in the development of training curriculum and process.

Perceived Problems to Integrating a Biblical Faith

It is not always easy to teach a distinctly Adventist curriculum. Part E investigated the extent to which fifteen factors were perceived as difficulties affecting their ability to integrate faith in learning. This list included items from the 1997 survey, as well as others which division education director interview responses suggested. In 1997, a yes or no answer was recorded. In 2005, teachers selected one of three options: 'no problem,' 'somewhat of a problem,' or 'a real problem.'

Ten of the fifteen factors were problems to fifty percent (50%) or more of teachers in 2005, as shown in Table 6. Notably, eleven of the twelve factors included in both surveys were perceived to be greater problems in 2005 than in 1997.

Lack of training in the Adventist worldview and lack of understanding of *how* to integrate faith were perceived as problems to two-thirds (65.5% and 63.9%) of teachers. Even higher percentages listed lack of good IFL teaching materials (73.5%) and lack of library reference materials (69%) as problems. Focus on government exams (66.9%), government control of curriculum (68.5%) and few Adventist teacher resources in a local languages (65.3%) were problems to two-thirds of teachers in all divisions other than North America. Appendix C tabulates division data for each of the fifteen factors.

Perceptions of problems changed most on three factors (italicized in Table 6 below).

Nearly two-thirds (64.8%) of teachers felt that student lack of interest in faith-integrated learning was a problem in 2005 compared to only seventeen percent (17.2%) in 1997. Lack of time was a problem to seventy percent (70.4%) of teachers in 2005, more than double the thirty percent (30.6%) in 1997. Difficulty integrating faith in a specific content area was a problem to fifty-four percent (54.2%) in 2005 compared to eleven percent (10.9%) of teachers in 1997.

Table 6: Factors Impacting Faith Integration

'Somewhat of a Problem' or 'A Real Problem'	% in 1997	% in 2005
Lack of good IFL teaching materials	62.9	73.5
<i>Little or no time to prepare</i>	30.6	70.4
Lack of library reference materials	52.3	69.0
Lack of training in Adventist worldview	66.6	65.56
<i>Students lack interest in IFL</i>	17.2	64.8
Textbooks don't support the Adventist worldview	53.4	64.4
Lack of understanding of HOW to IFL	-	63.9
Lack Division/Union curriculum in my subject area	-	61.4
<i>Difficulty IFL in my subject area</i>	10.9	54.2
Teachers do not understand WHY IFL is important	-	52.4
Government controls curriculum	23.5	49.7
Little support from leadership to IFL	23.0	49.3
Focus on government exams	33.2	48.8
Few Adventist teaching resources in my language	5.9	48.6
School does not promote IFL	14.8	44.8

These findings are supported by qualitative data. When invited to share any other problem(s) not listed, eighty-seven teachers (10.4% of 837) responded with short comments. More than a quarter (25) of these indicated that the lack of information about the Adventist worldview and/or lack of dedication to integrating faith was a problem. Curriculum issues concerned ten teachers. Nine believed employment of non-Adventist teachers was a significant factor to consider. Ten percent of these respondents stated that student's attitudes towards a faith-integrating education, and lack of home support for Christian education was a real problem. Nine felt time was a real problem, with teachers responsible for many extra-curricula activities,

taking on additional employment to supplement low salaries, etc. Eight named administrative issues, such as lack of support by the school principal, government restrictions, etc. as problematic. The lack of resources in local language, government examinations controlling curriculum and other general issues were reported by a few respondents, as Table 7 shows. All comments are included in Appendix D.

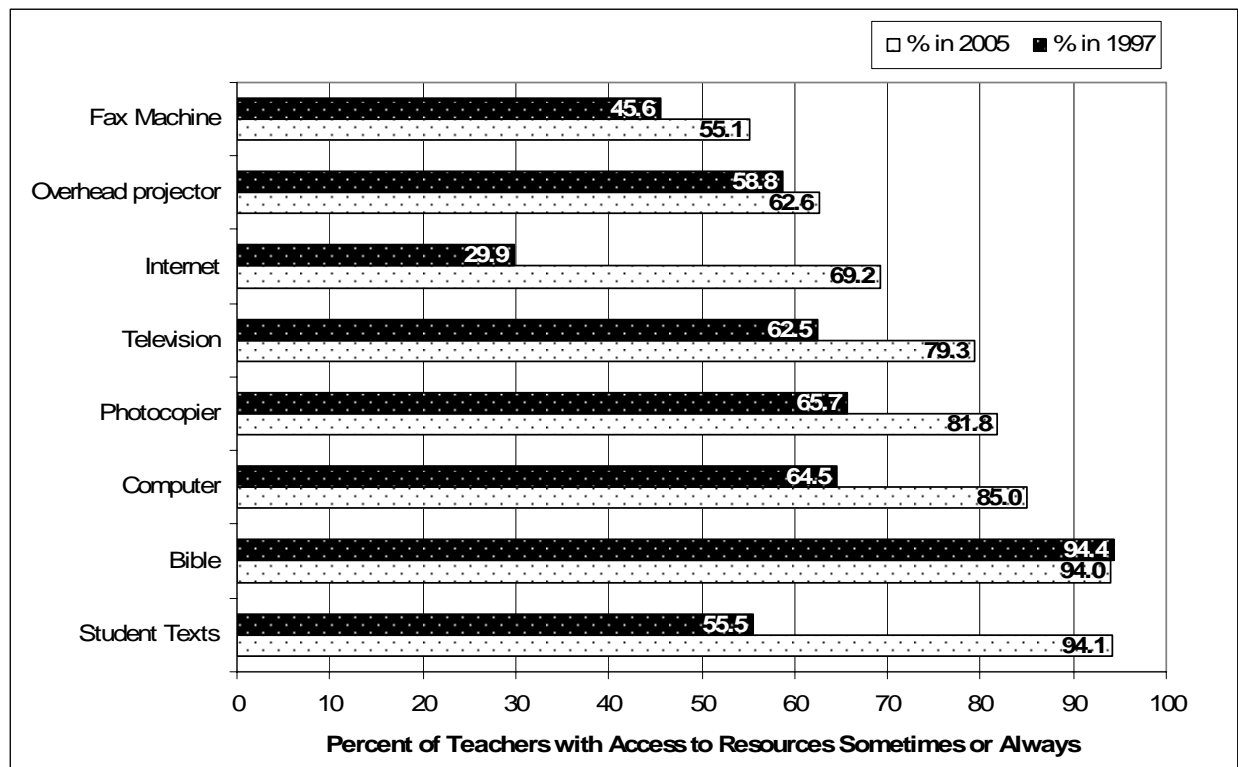
Table 7: Problems Impacting the Integration of Faith

Problems That Make IFL Difficult	Percent of 87 respondents	N
Lack of information or dedication	28.7	25
Curriculum	11.5	10
Focus/complexities of IFL	10.3	9
Non-SDA teachers	10.3	9
Student & parent issues	10.3	9
Time constraints	10.3	9
Administrative issues	9.2	8
Other general issues	4.6	4
Language issues	2.3	2
Focus on Exams instead of IFL	2.3	2

Availability of Resources

Part C listed ten items including technology tools to answer the research question, “How can resources best be delivered?” Secondary teachers selected ‘always,’ ‘sometimes,’ or ‘never’ in response to the question, “How often are the following teaching resources available for your use?” In 1997, teachers were asked to check resources available anytime they wished to use them in their teaching. Responses indicate that almost all resources were more readily available in 2005 than they were in 1997, as Chart 4 illustrates.

Chart 4: Availability of Resources



Availability of student texts and internet improved most. Availability of the ten resources listed in Section C (Appendix B) differed greatly by world region. Three clusters appeared, shown in Table 8 (also see by-division data in Appendix C). While nearly seventy percent (69.4%) of all teachers in 2005 had access to the internet, less than a quarter (4.9-27.3%) of teachers in four divisions had fax, email or internet access ‘sometimes’ or ‘always’. A range of 7-10 of the ten resources listed were available some or all of the time to less than one in five (10.2-19.5%) of teachers in division Cluster 1, compared to over ninety percent (90%) for divisions in Cluster 3.

Table 8: Availability of General Resource by Division

Division Cluster	Percent of 10 Resources Available	0-1	2-6	7-10
Cluster 1	DIV 4	30.6	59.2	10.2
	DIV 6	13.6	68.2	18.2
	DIV 5	16.5	69.6	13.9
	DIV 9	5.7	74.7	19.5
Cluster 2	DIV 8	9.6	42.5	47.9
	DIV 11	10	28.6	61.4
	DIV 3	0	20.6	79.4
	DIV 2	3.4	13.8	82.8
Cluster 3	DIV 10	4.1	4.1	91.9
	DIV 1	0	5.9	94.1
	DIV 12	1.2	2.3	96.5
	DIV 7	0	2.6	97.4

Divisions with limited access to computers, email and internet apparently also have limited access to other resources. However, the rapid increase in access to computers and internet in most regions suggests that these technology tools could rapidly improve resource availability if fully utilized by the General Conference, division, union and local offices of education.

Access to Faith Integration Resources

Teachers were asked which of fourteen resources (listed in Section D) they actually *used* to integrate a biblical faith in learning. For those used, teachers selected one of four options: 'little use,' 'somewhat useful,' 'useful,' or 'definitely useful.' More than sixty percent (61.5%) of teachers considered books on Adventist education, philosophy and values to be helpful or very helpful. Few secondary teachers use all but one item (books on Adventist education), ranked in ascending order by percentage *used* in Table 9 below.

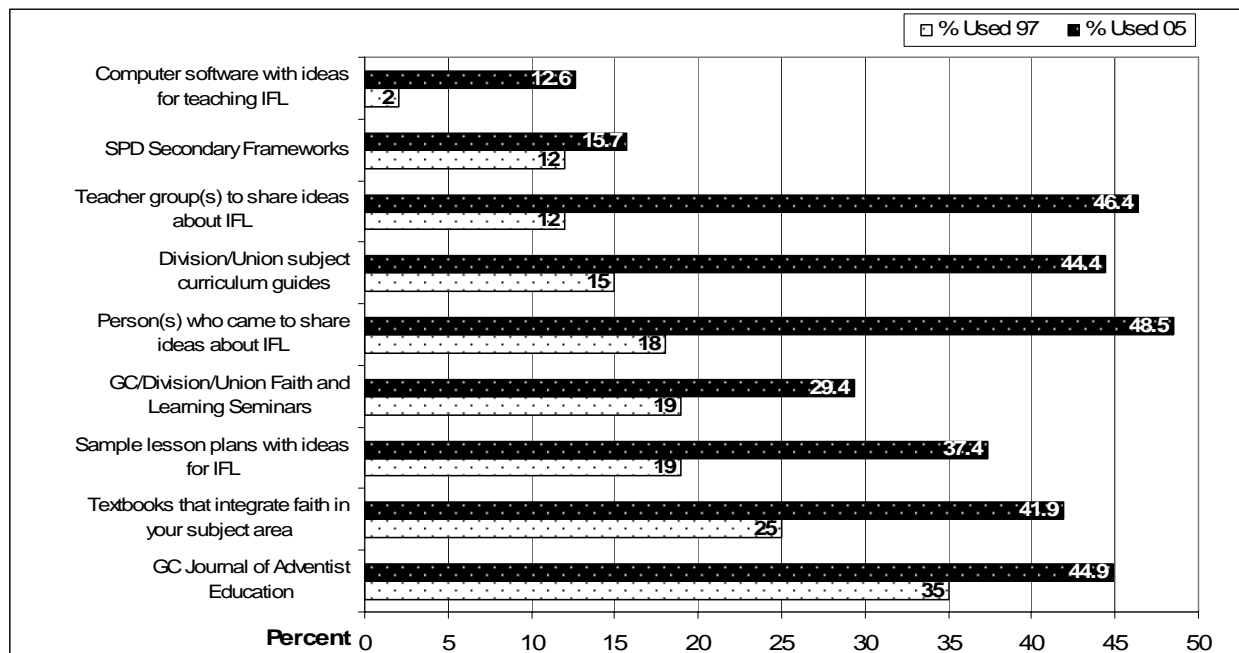
Of the ten division education directors who participated in the pilot phone or email interviews, most had limited knowledge of curriculum developments in other divisions. Several were interested in finding out what was available.

Table 9: Faith Integrating Resources Used

IFL Resources	Percent	N
Computer software with ideas for teaching IFL	12.6	776
SPD Secondary Frameworks	15.7	770
Adventist materials on the CIRCLE website	18.7	790
Other websites with ideas for IFL	22.4	780
GC/Division/Union Faith and Learning Seminars	29.4	779
Division/Union education magazines	35.0	790
Sample lesson plans with ideas for IFL	37.4	779
Textbooks that integrate faith in your subject area	41.9	770
Prof journals on morality, phil of ed, faith and values	43.5	776
Division/Union subject curriculum guides	44.4	777
GC Journal of Adventist Education	44.9	798
Teacher group(s) to share ideas about IFL	46.4	786
Person(s) who came to share ideas about IFL	48.5	782
Books on Adventist education/philosophy/values	67.3	786

While these results may be disappointing, positive change is evident. Chart 5 compares the use of items included in both the 1997 and 2005 survey. These findings suggest that future resource developments should include distribution, promotion and in-service training to best utilize the investment.

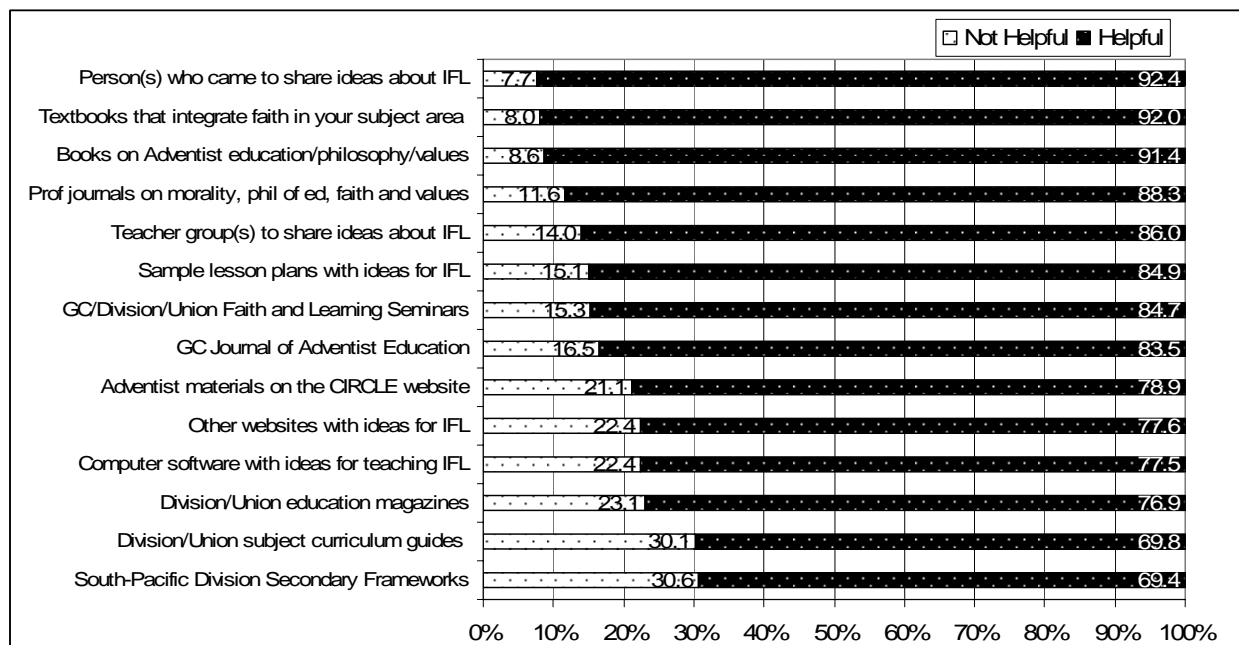
Chart 5: Change in Resource Use



How effective are *used* resources perceived to be? Findings reveal that three quarters (69-92%) of those who *actually used* the listed items rated them as helpful or very helpful. Thirty percent or less felt the used resources were not really helpful. Chart 6 shows resources in descending order of helpfulness. The North American Division Profile 2004 study reported similar findings, where those who actually used the division's curriculum guides felt they were helpful (Burton et al., 2005).

The items, 'persons who came to share IFL ideas' and 'teacher groups to share IFL ideas' were both helpful to eighty-six percent (86%) or more of teachers who had experienced this support. Mentoring and training were clearly helpful to the majority of teachers who experienced these person-to-person resources.

Chart 6: Used Resources Rated



Notably, four of the six most useful resources are publications. All of these were helpful to eighty percent or more of teachers who used them. Although used by less than a quarter of teachers in this study, technology-delivered resources (CIRCLE, IFL ideas online, and software) were helpful to three quarters (77.5%-78.9%) of teachers who actually used them. With the increase in availability of technology (see Chart 5), this result indicates that key resources could effectively be distributed via the internet and CD in future.

Eighty-five secondary teachers listed other resources that were useful in their experience integrating faith in learning (Table 11). Nearly half (36) listed the Bible and/or Ellen White books as useful resources. Nearly a quarter (20) named other Adventist publications as useful, including devotionals, Bible commentaries, *Geosciences Research Institute* publications, *Christ in the Classroom*, *Voice of Prophecy* and *Amazing Facts*, and the ADRA website. Eighteen listed Adventist colleges, conventions, AVLN online faith-integration and technology courses or faculty as helpful to their teaching from the Adventist worldview. Eleven shared devotional or spiritual nurture books, magazines and worship/devotional materials. All qualitative data is included in Appendix D.

Table 11: Available Resources Used Other than Those Listed

Qualitative Responses: Other Resources Used	Percent of 85
Bible & Spirit of Prophecy Books	42.4
Other Adventist publications	23.5
Teacher preparation	21.2
Other spiritually nurturing resources	12.9

Teachers were first asked how helpful available resources were. In the next section, teachers' were asked how useful each of these same fourteen items would be if they were available. Of those who selected 'not used' in the first section, the majority felt each item would be useful or definitely useful if available as Table 12 demonstrates.

Table 12: Perceived Usefulness of Unavailable IFL Resources

Resources Currently Unavailable, Perceived as Useful	Percent	N
Textbooks that integrate faith in your subject area	73.9	445
Computer software with ideas for teaching IFL	72.4	637
Sample lesson plans with ideas for IFL	71.7	466
Division/Union subject curriculum guides	69.8	410
Person(s) who came to share ideas about IFL	69.0	393
GC/Division/Union Faith and Learning Seminars	67.1	501
Other websites with ideas for faith integration	66.8	564
Adventist materials on the CIRCLE website	66.4	569
Teacher group(s) to share ideas about faith integration	66.3	404
GC Journal of Adventist Education	63.7	342
Professional journals on morality, ed philosophy, faith & values	60.7	420
Books on Adventist education/philosophy/values	58.9	246
Division/Union education magazines	54.5	468

Over two-thirds (66.3%-73.9%) of teachers for whom resources were unavailable perceived textbooks, software, lesson plans, curriculum guides, presenters and teacher groups that share ideas, seminars, and websites would be helpful in purposeful Adventist education. Secondary teachers indicate that they would use resources if they were available.

Recommendations

How can the General Conference and division offices of education better assist Adventist secondary teachers in the mission of building redemption-oriented secondary schools? This study indicates that secondary teachers want to put the philosophy of Adventist education into practice, and would use more Adventist education resources if available. Despite problems noted in teaching from an Adventist worldview, teachers request training and tools to prepare themselves and their students to live the Adventist faith. The findings from this research support the following recommendations:

1. Re-examine the role of secondary education in shaping and feeding the tertiary level.¹
2. Promote the use of Adventist college/university campuses as a venue for orientation of secondary teachers to Adventist philosophy of education.
3. Link certification and credentialing of secondary teachers globally to training in the integration of faith and commitment to the practice thereof.
4. Develop and implement an IFL training-of-trainers process and curriculum such as *The Act of Integrating Faith and Learning: A Pedagogical Guide* (Green, Burton, Henriquez-Green, & Nwosu, 2000) or *Making Adventist Schools Distinctive* (Weslake, 2005).
5. Create a peer-mentoring network where division and general conference administrators, union and conference education leaders, and school principals and teachers regularly share ideas and methods to integrate faith in their sphere of service.

¹ Several findings of this study are similar to those of the Commission of Higher Education's Final Report (2005). (See www.adventistreview.org/site/1/2005-1541/CHEFinal10.7.pdf). Action plans should be considered that maximize key linkages between secondary and higher education in the implementation of the Adventist philosophy of education both in and out of the classroom.

6. Use available technology to its best advantage, given the increase in accessibility of computers and internet globally (Chart 4) and the high percentage of teachers who would use key resources if they were available (Table 12). For example:
 - a. sponsor a coordinated development of highly engaging computer-based learning packages to orient teachers to Adventist education, and
 - b. distribute Adventist education publications and teacher-created materials on CD.
7. Tighten the link between GC, division, union, and conference in the sharing and dissemination of critical learning resources in Adventist education. Discourage redundancy and ‘reinventing the wheel’. For example:
 - a. develop an on-line CIRCLE bulletin board or blog to inform educators globally of new developments and
 - b. provide an incentive to keep every school’s contact information current in the Adventist yearbook.
8. Recognize the contribution of Adventist educators and institutions nominated for their modeling of faith integration in redemptive secondary education (names in Appendix D).

Glynis Bradfield, Principal Investigator, is the CIRCLE Director (circle.adventist.org). Pretoria St. Juste is a doctoral candidate and research assistant in the School of Education at Andrews University. Jerome Thayer, PhD, is the director of the Andrews University Center for Statistical Services.

References

- Bouvet de Korniejczuk, R. (1993). The teacher as agent in integrating faith and learning: The process of deliberate teacher implementation. *Institute of Christian Teaching*. Retrieved December 1, 2006, from www.aiias.edu/ict/vol_10/10cc_239-255.htm
- Brantley, P. S. (2000). Sharing a common faith: A global study of God-centered teaching in Adventist high schools. *Journal of Adventist Education*, 62(5), 11-15. Retrieved December 1, 2006, from circle.adventist.org/files/jae/jae20062051105.pdf
- Burton, L. D., Gittens-St. Juste, P., McGarrell, F., Nwosu, C. C., Davidson, R. L, Mosheti, P. & Fiorito, J. (2005). *Profile 2004: Final Report*. Berrien Springs, MI: Andrews University, Department of Teaching, Learning, & Curriculum
- Dulan, C. G. (2003, February/March). Future directions in higher education. *Journal of Adventist Education*, 65(3), 3. Retrieved December 1, 2006, from circle.adventist.org/browse/resource.phtml?leaf=4439
- Green, W., Burton, L., Henriquez-Green, R., & Nwosu, C. (2000). *The act of integrating faith and learning: A pedagogical guide*. Mandeville, Jamaica: Synergy Plus, Inc.
- Hill, B. (2006, July 15). Adventist secondary schools: A more complete “report card.” *SPD Record*, 10-11. Retrieved December 1, 2006, from spd.adventist.org.au/_data/assets/pdf_file/25688/REC27_06.pdf
- Weslake, K. (2005). *Making Adventist schools distinctive*. Retrieved December 1, 2006, from circle.adventist.org/browse/resource.phtml?leaf=6551
- White, E. G. (1948). Workers in the cause. *Testimonies for the church: Vol. 5* (4th ed., pp. 721-729). Mountain View, CA: Pacific Press.

An Adventist Curriculum Needs Assessment:
A Global Survey of Secondary School Teachers

Appendix A: Pilot Interview Questions

Appendix A: Pilot Interview Questions

The following questions directed pilot interviews with division education directors:

1. Consider secondary education in your division. What do you see as the greatest needs in your field when it comes to curriculum?
2. If we look at the various levels of education (elementary, secondary, tertiary), do any other needs come to mind?
3. Does your field have any unique features that make curriculum work more or less of a challenge? How many countries are bound to government-set curricula?
4. What kind of curriculum work is going on in your field?
5. Are you aware of what curriculum development is taking place in other divisions?
6. What would you like to see happen curriculum-wise in your field?
7. How can we obtain the best response from secondary teachers in your division?
 - a. Will all teachers in your division be able to participate with a survey in English, Spanish, Portuguese or French?
 - b. How do you recommend we best reach secondary teachers? What percent can be reached by email? By fax? How many schools reliably receive mail at the yearbook published address?

An Adventist Curriculum Needs Assessment:
A Global Survey of Secondary School Teachers

Appendix B: Survey Instruments

An Adventist Curriculum Needs Assessment

A Global Survey of Secondary School Teachers in 2005

DIRECTIONS: Teachers hired in Adventist secondary schools are expected to teach from an Adventist world view. But do they have the resources, ideas, and support they need? This study, conducted by CIRCLE at Andrews University, will help make our world education leaders aware of what teachers need to integrate Adventist faith at the classroom level. The survey will take only a few minutes of your time. It is confidential because we want your honest thoughts. Completing this survey implies consent to use of data.

MARKING INSTRUCTIONS

- Use a dark pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ● **INCORRECT:** ☑ ☒ ☓ ☔

PART A: BACKGROUND INFORMATION

1. What is your church affiliation?

<input type="radio"/> Seventh-day Adventist	<input type="radio"/> Non-Christian
<input type="radio"/> Other Christian	<input type="radio"/> None

2. Your sex?

<input type="radio"/> Male	<input type="radio"/> Female
----------------------------	------------------------------

3. Your age?

<input type="radio"/> 20-29	<input type="radio"/> 40-49	<input type="radio"/> 60's or more
<input type="radio"/> 30-39	<input type="radio"/> 50-59	

4. In which area is your major teaching assignment? Select ONE best answer.

<input type="radio"/> Bible	<input type="radio"/> Language or Literature
<input type="radio"/> Biology	<input type="radio"/> Math, Physics, or Chemistry
<input type="radio"/> Business or Technology	<input type="radio"/> Music, Art
<input type="radio"/> History	<input type="radio"/> Physical Education

5. In which additional areas do you teach? Select ALL that apply.

<input type="checkbox"/> Bible	<input type="checkbox"/> Language or Literature
<input type="checkbox"/> Biology	<input type="checkbox"/> Math, Physics, or Chemistry
<input type="checkbox"/> Business or Technology	<input type="checkbox"/> Music, Art
<input type="checkbox"/> History	<input type="checkbox"/> Physical Education
	Other _____

6. Which kind of secondary school did you attend most?

<input type="radio"/> Adventist	<input type="radio"/> Christian/Private
<input type="radio"/> Public/Government	<input type="radio"/> None

7. Which kind of tertiary higher education did you attend most?

<input type="radio"/> Adventist	<input type="radio"/> Christian/Private
<input type="radio"/> Public/Government	<input type="radio"/> None

8. Which kind of graduate school did you attend most?

<input type="radio"/> Adventist	<input type="radio"/> Christian/Private
<input type="radio"/> Public/Government	<input type="radio"/> None

9. Do you have a degree or certificate in teaching?

<input type="radio"/> Yes	<input type="radio"/> No
---------------------------	--------------------------

10. If NO, are you working on a certificate?

<input type="radio"/> Yes	<input type="radio"/> No
---------------------------	--------------------------

11. How many years have you been a baptized Adventist?

<input type="radio"/> Not an Adventist		
<input type="radio"/> 1-2	<input type="radio"/> 6-10	<input type="radio"/> 21-30
<input type="radio"/> 3-5	<input type="radio"/> 11-20	<input type="radio"/> over 31

12. How many years have you taught (total number of years)?

<input type="radio"/> 1-2	<input type="radio"/> 6-10	<input type="radio"/> 21-30
<input type="radio"/> 3-5	<input type="radio"/> 11-20	<input type="radio"/> over 31

13. How many years have you taught in Adventist schools?

<input type="radio"/> 1-2	<input type="radio"/> 6-10	<input type="radio"/> 21-30
<input type="radio"/> 3-5	<input type="radio"/> 11-20	<input type="radio"/> over 31

14. Which Adventist Division do you work in?

15. Which Union/Mission?

16. Which Conference/Field?

For Office Use Only

0	
1	
2	
3	
4	
5	
6	
7	
8	
9	

Please continue



PART B: INTEGRATING FAITH AND LEARNING (IFL). Tell how you feel about planned attempts to integrate biblical values and principles throughout your teaching.

Strongly
Agree Agree Uncertain Disagree Strongly
Disagree

1. The term integration of faith and learning is a mystery to me.
2. I want to know more about integrating faith and learning (IFL).
3. This year I carried out at least some of my plans to integrate faith in my classes.
4. Most of the lessons I teach make specific reference to biblical ideas and themes.
5. It is difficult for me to integrate biblical faith in the subjects I teach.
6. This year teachers formed teams and helped each other integrate faith in classes.
7. The principal way I wish to integrate faith and learning is to live a Christlike life.
8. I regularly integrate faith in classes. This year I tried exciting new approaches.
9. Making conscious plans to integrate faith in learning is unrealistic.
10. I'm willing to share how I integrate faith in my teaching at a workshop.
11. I would like in-service training on how to teach from the Adventist world view.
12. Our school administration encourages us to integrate faith in our teaching.
13. Our local office of education prepares us to integrate faith in our teaching.
14. I often discuss Christian values in classes I teach.

PART C: How often are the following TEACHING RESOURCES AVAILABLE for your use?

Always Sometimes Never

1. Bible
2. Textbooks for every student
3. Overhead projector
4. FAX machine
5. Photocopier
6. Television
7. CD player
8. Computer
9. Email
10. Internet

PART D: RESOURCE USE. Which of the following resources, designed to help you integrate a biblical faith (IFL) in your classroom, have you USED in the past year?

Used,
Very
Helpful Used,
Helpful Used,
Not
Really
Helpful Not
Used

1. General Conference Journal of Adventist Education
2. Professional journals on morality, philosophy of education, faith and values
3. Division/Union education magazines
4. South Pacific Division Secondary Frameworks
5. Division/Union subject curriculum guides
6. Books on Adventist education/philosophy/values
7. Textbooks that integrate faith in your subject area
8. GC/Division/Union Faith and Learning Seminars
9. Person(s) who came to share ideas about integrating faith in learning
10. Teacher group(s) to share ideas about integrating faith in learning
11. Sample lesson plans with ideas for integrating faith in learning
12. Computer software with ideas for teaching integrating faith in learning
13. Adventist materials on the CIRCLE website
14. Other websites with ideas for integrating faith or values
15. List any other resources that have been useful in preparing to teach from the Adventist world view below:

Resource Title(s): _____ Publisher(s) or Contact Information: _____

Please continue



If the following are NOT AVAILABLE to you now, how USEFUL do you think they would be to your teaching?

Definitely Useful	Somewhat Useful	Little Use	Not Useful
-------------------	-----------------	------------	------------

- 16. General Conference Journal of Adventist Education
- 17. Professional journals on morality, philosophy of education, faith and values
- 18. Division/Union education magazines
- 19. South Pacific Division Secondary Frameworks
- 20. Division/Union subject curriculum guides
- 21. Books on Adventist education/philosophy/values
- 22. Textbooks that integrate faith in your subject area
- 23. GC/Division/Union Faith and Learning Seminars
- 24. Person(s) who came to share ideas about integrating faith in learning
- 25. Teacher group(s) to share ideas about integrating faith in learning
- 26. Sample lesson plans with ideas for integrating faith in learning
- 27. Computer software with ideas for teaching integrating faith in learning
- 28. Adventist materials on the CIRCLE website
- 29. Websites with ideas for integrating faith or values
- 30. List any other resources not mentioned above that you would use if available:

Resource Title(s):

Publisher(s) or Contact Information:

PART E: PROBLEMS. It is not always easy to teach a distinctly Adventist curriculum. To what extent do the following factors make it difficult to integrate faith in learning?

No Problem	Somewhat of a Problem	A real Problem
------------	-----------------------	----------------

- 1. Little or no time to prepare teaching
- 2. Lack of library reference materials
- 3. Lack of good faith-integrating teaching materials
- 4. Few Adventist teaching resources available in my language
- 5. Textbooks do not support the Adventist worldview
- 6. Lack of Division/Union curriculum in my subject area
- 7. Difficulty integrating faith in my subject area
- 8. Focus on government exams
- 9. Government controls curriculum
- 10. Teachers do not understand why integrating faith is important
- 11. Lack of understanding of how to integrate faith in learning
- 12. Lack of training to teach from an Adventist world view
- 13. School does not promote integrating faith
- 14. Little support from leadership to integrate faith
- 15. Students lack interest in integrating faith in learning
- 16. List any other problem(s) not mentioned above:

Please continue



PART F: NOMINATION. Can you think of the name of an Adventist school(s) or individual teacher(s) anywhere doing some outstanding and creative work in integrating faith and learning?

Nominee/School:

Description of Creative IFL Work:

Thank you for participating! Please respond today by return:

Mail: CIRCLE, Berrien Springs, MI 49104-0118, USA

Email: glynisb@andrews.edu

Fax: US 269.471.6374

Online: <http://circle.adventist.org/utills/surveys/survey.phtml?name=Global+Survey+2005>



Evaluation des besoins a l'égard des curriculums Adventiste

Enquête mondiale des professeurs de l'école secondaire en 2005

INDICATIONS: On attend des professeurs employés dans les écoles secondaires Adventistes qu'ils enseignent la vision mondiale Adventiste, mais ont-ils les ressources, les idées, et le support nécessaires ? Cette étude, menée par CIRCLE à l'université d'Andrews, nous aidera à rendre nos leaders mondiaux de l'éducation conscients de ce dont les professeurs ont besoin pour intégrer la foi Adventiste dans leur classes. Cette enquête est confidentielle parce que nous voulons des réponses honnêtes. Elle ne prendra que quelques minutes de votre temps. En complétant cette enquête vous consentez à l'utilisation de ses données.

Partie A : Information sur votre background. Sélectionnez (x) la meilleure réponse.

1. À quelle église appartenez-vous ?

- Eglise Adventiste du 7^e jour Autre église Chrétienne
 Autre, non Chrétien Aucune

2. Sexe

- Masculin Féminin

3. Age

- 20-29 30-39 39-49
 49-59 60 ou plus

4. Quelle est votre domaine prioritaire d'enseignement ?

- Bible Langues, Littérature
 Biologie Maths, Physique, ou Chimie
 Business ou Technologie Musique, Art
 Histoire Education Physique

5. Dans quels autres domaines enseignez-vous ? Sélectionnez toutes les réponses qui vous correspondent.

- Bible Langues, Littérature
 Biologie Maths, Physique, ou Chimie
 Business ou Technologie Musique, Art
 Histoire Education Physique

6. Dans quelle sorte d'Ecole secondaire avez-vous le plus étudié ?

- Adventiste Chrétienne/Privée
 Public/Gouvernement Aucune

7. Dans quelle sorte d'Université avez-vous le plus étudié ?

- Adventiste Chrétienne/Privée
 Public/Gouvernement Aucune

8. Dans quelle sorte de Grande Ecole ou d'Université (après la licence) avez-vous étudié ?

- Adventiste Chrétienne/Privée
 Public/Gouvernement Aucune

9. Etes-vous certifiés ou agrégés ? Oui Non

10. Si non préparez-vous votre certificat ou votre agrégation ?

- Oui Non

11. Depuis combien d'années avez-vous été baptisés dans l'église Adventiste ?

- 1-2 6-10 21-30
 3-5 11-20 plus de 31

12. Depuis combien d'années enseignez-vous (Nombre total d'années) ?

- 1-2 6-10 21-30
 3-5 11-20 plus de 31

13. Depuis combien d'années avez-vous enseigné dans les écoles Adventistes ?

- 1-2 6-10 21-30
 3-5 11-20 plus de 31

14. Dans quelle Division travaillez-vous ? _____

15. Union/Mission ? _____

16. Fédération/Champs ? _____

Partie B :

Dites-nous ce que vous ressentez par rapport aux plans d'intégrer la Foi dans l'Education.

	Tout a fait d'accord	D'accord	Je ne sais pas	Pas d'accord	Pas du tout d'accord
1 Le terme « intégrer la Foi dans l'Education » est un mystère pour moi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Je veux en savoir plus sur intégrer la Foi dans l'Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Cette année j'ai mis en œuvre certains de mes plans pour intégrer la Foi dans l'Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 La plupart des leçons que j'enseigne font référence à des idées et thèmes bibliques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 C'est difficile pour moi d'intégrer la Foi dans les matières que j'enseigne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Cette année les professeurs ont fait des équipes pour s'aider les uns les autres à intégrer la Foi dans leurs classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 La manière principale dont je veux intégrer la Foi dans l'Education est par mon style de vie chrétien	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 J'intègre régulièrement la Foi dans mes classes. Cette année, j'ai essayé des nouvelles méthodes enthousiasmantes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Avoir des plans concrets pour intégrer la Foi dans l'Education est irréaliste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Je suis partant(e) pour partager par des ateliers la manière dont j'intègre la Foi dans mes cours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Je voudrais participer à une formation sur comment intégrer la vision Adventiste mondiale dans mes cours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Notre administration nous encourage à intégrer la Foi dans l'Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Notre bureau de l'éducation local nous forme sur comment intégrer la Foi dans nos cours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Je discute souvent des valeurs Chrétiennes dans mes classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Partie C :

Les ressources suivantes pour l'enseignement sont-elles à votre disposition ?

	Toujours	Quelquefois	Jamais
1 Bible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Manuels scolaires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Projecteur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Fax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Photocopieur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Télévision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Lecteur CD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Ordinateur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Partie D: Utilisation des ressources

Quelles ressources désignées à vous aider à intégrer la Foi dans vos classes, avez-vous utilisé durant l'année passée ?

		Utilisé, Très Utile	Utilisé, Utile	Utilisé, Pas Réellement Utile	Pas Utilisé
1	Le Journal Adventiste de l'Education de la Conférence Générale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Journaux professionnels sur la morale, la philosophie de l'Education, la Foi et les valeurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Magasins de l'Union/Division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	South Pacific Division Secondary Frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Guides de sujets pour vos curriculums par la Division/Union	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Livres Adventistes sur l'Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Manuels scolaires qui intègrent la Foi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Séminaires sur Foi et Education de la Conférence Générale/ Division/ Union	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Personnes venant pour partager ses idées sur comment intégrer la Foi dans l'Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Groupes de professeurs se rencontrant pour partager leurs idées sur comment intégrer la Foi dans leurs cours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Des exemples de plans de leçons intégrant la Foi dans l'Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Programmes d'ordinateur contenant des idées pour enseigner l'intégration de la Foi dans l'Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Le matériel se trouvant sur le site Internet de CIRCLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Sites Internet contenant des idées pour intégrer la Foi et ses valeurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Nommez toute autre ressource que vous avez utilisé pour vous préparer à enseigner la vision Adventiste mondiale :				
	Titre des ressources		Publicateur ou Contact		

Si ces ressources ne sont pas à votre disposition pensez-vous qu'elles vous seraient utiles ?

		Certainement Utile	Utile	Quelque Peut Utile	Peut Utile	Pas Utilisé
16	Le Journal Adventiste de l'Education de la Conférence Générale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Journaux professionnels sur la morale, la philosophie de l'Education, la Foi et les valeurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Magasins de l'Union/Division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	South Pacific Division Secondary Frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Guides de sujets pour vos curriculums par la Division/Union	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Livres Adventistes sur l'Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Manuels scolaires qui intègrent la Foi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Séminaires sur Foi et Education de la Conférence Générale/ Division/ Union	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Personnes venant pour partager ses idées sur comment intégrer la Foi dans l'Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Groupes de professeurs se rencontrant pour partager leurs idées sur comment intégrer la Foi dans leurs cours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Des exemples de plans de leçons intégrant la Foi dans l'Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Programmes d'ordinateur contenant des idées pour enseigner l'intégration de la Foi dans l'Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Le matériel se trouvant sur le site Internet de CIRCLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Sites Internet contenant des idées pour intégrer la Foi et ses valeurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Mentionnez toute ressource, non mentionnée ci-dessus, que vous utiliseriez si elle était à votre disposition :					
	Titre des ressources		Publicateur ou Contact			

Partie E : Problèmes. Il n'est pas toujours facile d'avoir un curriculum clairement Adventiste. A quel point les facteurs ci-dessous posent-ils un problème ? Sélectionnez la meilleure réponse.

	Pas de problème	Légèrement un problème	Un vrai problème
1 Peu ou pas du tout de temps pour préparer les leçons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Manque de bibliothèque pour les matériaux de référence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Manque de bon matériel sur l'intégration de la Foi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Peu de ressources Adventiste sur l'enseignement à disposition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Les manuels scolaires ne permettent pas d'intégrer la vision mondiale Adventiste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Manque de curriculum créés par la Division/ Union dans mon domaine d'enseignement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Difficultés d'intégrer la Foi dans mon domaine d'enseignement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 On doit mettre l'accent sur les examens du gouvernement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Le gouvernement contrôle le curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Les professeurs ne comprennent pas l'importance d'intégrer la Foi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Manque de compréhension sur comment intégrer la Foi dans les études	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Manque de formation sur comment intégrer la vision mondiale Adventiste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 L'école ne promeut pas l'intégration de la Foi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Peu de soutien de la part des leaders pour intégrer la Foi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Les étudiants manquent d'intérêt dans l'intégration de la Foi dans les Etudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Nommez tout autre problème non cité ci-dessus:			

Partie F : Nomination. Connaissez-vous un professeur ou une école qui font un travail créatif et exceptionnel quant à l'intégration de la Foi dans les études ?

Nom/ Ecole	Description du travail créatif
------------	--------------------------------

Merci pour votre participation. S'il vous plait, répondez aujourd'hui en renvoyant ce questionnaire à :

Adresse : CIRCLE, Berrien Springs, MI 49103-0118, USA

Email : glynisb@andrews.edu

Fax : US 269-471-6374

En ligne : circle.adventist.org/utills/surveys/survey.phtml?name=Global+Survey+2005

Avaliação das Necessidades do Currículo Adventista

Pesquisa Global com os Professores do Ensino Médio – 2005

ORIENTAÇÕES: Os professores de Ensino Médio nas Escolas Adventistas precisam ensinar de acordo com a visão mundial Adventista. Mas dispõem eles dos recursos, das idéias e do apoio de que necessitam? Este estudo, realizado por pesquisadores do CIRCLE na Universidade da Andrews, irá ajudar a tornar nossos líderes mundiais de educação cientes do que os professores necessitam para integrar a fé adventista na sala de aula. Essa pesquisa é confidencial visto que desejamos sua **total honestidade**. Essa pesquisa exige apenas alguns minutos de seu tempo. Ao fazer essa pesquisa, você estará consentindo em usarmos suas informações.

Parte A **INFORMAÇÕES PESSOAIS.** Por favor, faça um “x” na resposta correspondente.

1. Qual é sua religião?

- Adventista do Sétimo Dia Outra, cristã
 Não cristã Nenhuma

2. Seu sexo?

- Masculino Feminino

3. Sua idade?

- 20-29 30-39 39-49
 49-59 60 ou mais

4. Qual é sua área de ensino?

- Bíblia Línguas, Literatura
 Biologia Matemática, Física ou Química
 Contabilidade ou Tecnologia Música, Artes
 História Educação Física

5. Que áreas adicionais você ensina? Selecione todas que se aplicam a você.

- Bíblia Línguas, Literatura
 Biologia Matemática, Física ou Química
 Contabilidade ou Tecnologia Música, Artes
 História Educação Física

6. Que tipo de ensino médio você mais freqüentou?

- Adventista Cristã ou Particular
 Escola Pública ou do Governo Nenhuma

7. Que tipo de escola superior você mais freqüentou?

- Adventista Cristã ou Particular
 Escola Pública ou do Governo Nenhuma

8. Que tipo de escola de pós-graduação você mais freqüentou?

- Adventista Cristã ou Particular
 Escola Pública ou do Governo Nenhuma

9. Você é formado e tem registro de professor?

- SIM NÃO

10. Em caso negativo, você está se preparando para obter certificado?

- SIM NÃO

11. Há quantos anos você é adventista batizado?

- Não adventista
 1-2 6-10 21-30
 3-5 11-20 mais de 31

12. Há quantos anos você leciona (número total de anos)?

- 1-2 6-10 21-30
 3-5 11-20 plus de 31

13. Há quantos anos você ensina em Escola de Ensino Médio Adventista? []

- 1-2 6-10 21-30
 3-5 11-20 plus de 31

14. Em que Divisão Adventista você trabalha? _____

15. Em que União ou Missão Adventista? _____

16. Em que Associação Adventista? _____

Parte B

Fale de seus sentimentos a respeito de suas tentativas planejadas de integrar os princípios bíblicos em seu ensino. Faça um (x) ao lado de sua resposta na escala:

	Concordo Plenamente	Concordo	Indeciso	Discordo	Discordo Totalmente
1 O termo <i>integração da fé e aprendizado</i> é totalmente desconhecido para mim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Desejo conhecer mais a respeito da integração da fé à aprendizagem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Neste ano realizei pelo menos alguns de meus planos para integrar a fé às minhas aulas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 A maioria das lições que ensinei neste ano fez referência específica às idéias e temas bíblicos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Tenho dificuldade em integrar a fé bíblica aos temas que ensino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Neste ano os professores formaram equipes e ajudaram-se mutuamente a integrar a fé às aulas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 A forma principal pela qual desejo integrar a fé à aprendizagem é viver como Cristo viveu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Regularmente integro fé em minhas aulas, mas neste ano tentei novas abordagens muito interessantes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Fazer planos conscientes para integrar fé à aprendizagem é irrealista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Estou disposto a partilhar minha maneira de integrar fé ao ensino em um seminário para professores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Gostaria de receber classes e treinamento em como ensinar de acordo com a visão mundial Adventista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Nossa administração escolar nos encoraja a integrar fé ao ensino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Nosso departamento de Educação nos prepara para integrar fé ao ensino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Eu sempre menciono valores cristãos nas classes que ensino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parte C

Quão frequentes os seguintes recursos educacionais estão à sua disposição?

	Sempre	Algumas vezes	Nunca
1 Biblia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Livros-texto para cada estudante	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Projetor de transparências	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Fax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Fotocopiadora	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Televisão	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 CD ou DVD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Computador	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parte D: Uso de Recursos

Quais dos seguintes recursos, designados para ajudá-lo a integrar a fé bíblica em sua sala de aula, você usou no ano passado?

	Usei e foi muito útil	Usei, foi útil	Usei, não foi muito útil	Não usei
1 Revista da Educação Adventista da Associação Geral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Revistas profissionais em moralidade, filosofia da Educação, fé e valores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Revistas de Educação da União/Divisão Sul Americana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Diretrizes da Divisão do Sul do Pacífico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Guias de currículo da União e Divisão Sul Americana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Livros sobre Educação Adventista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Livros que integram fé à sua área específica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Seminários sobre Fé e Aprendizado da Associação Geral, Divisão e União	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Pessoa(s) que vieram repartir suas idéias sobre integrar fé ao aprendizado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Grupo(s) de professores que se reúne para trocar idéias sobre a integração de fé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Modelo de planos de aula com idéias para a integração de fé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Software de computador com sugestões de ensino para a intergração de fé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Materiais adventistas da website do CIRCLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Websites com idéias sobre a integração de fé e valores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15 Faça uma lista de recursos que foram úteis pra você no preparo para ensinar dos pontos de vista mundiais Adventistas abaixo:

Título do Recurso(s) Publicadora ou Informação para contato

Se os seguintes recursos NÃO ESTÃO à sua disposição agora, quão úteis você acha que seriam os seguintes recursos para o ensino?

	Muito útil	Útil	Mais ou menos útil	Pouco útil	Inútil
16 Revista da Educação Adventista da Associação Geral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Revistas profissionais em moralidade, filosofia da Educação, fé e valores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Revistas de Educação da União/Divisão Sul Americana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Diretrizes da Divisão do Sul do Pacífico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Guias de currículo da União e Divisão Sul Americana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Livros sobre Educação Adventista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Livros que integram fé à sua área específica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Seminários sobre Fé e Aprendizado da Associação Geral, Divisão e União	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Pessoa(s) que vieram repartir suas idéias sobre integrar fé ao aprendizado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Grupo(s) de professores que se reúne para trocar idéias sobre a integração de fé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Modelo de planos de aula com idéias para a integração de fé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 Software de computador com sugestões de ensino para a intergração de fé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Materiais adventistas da website do CIRCLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Websites com idéias sobre a integração de fé e valores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30 Faça uma lista de outros recursos não mencionados acima que você usaria se estivessem disponíveis:

Título do Recurso(s) Publicadora ou Informação para contato

Parte E: Problemas

Nem sempre é fácil ensinar um currículo distintivamente Adventista. Em que extensão os seguintes fatores dificultam a integração da fé na matéria que você ensina? Faça um (x) na respectiva resposta.

	Nenhum problema	Um certo problema	Verdadeiramente um problema
1 Pouco ou nenhum tempo para preparar a aula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Falta de materiais de referência na biblioteca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Falta de materiais de boa integração de fé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Poucos recursos Adventistas para ensino na minha língua	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Livros-texto não apóiam a visão Adventista de ensino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Falta de currículo da Divisão/União em minha área de ensino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Dificuldade de integrar fé em minha área de ensino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Foco em exames governamentais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 O governo controla o currículo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Professores não entendem a importância de integrar a fé ao ensino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Falta de entendimento em como integrar fé ao ensino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Falta de treinamento em como ensinar no ponto de vista mundial Adventista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Escola não promove a integração da fé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Pouco apoio da administração para a integração da fé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Estudantes não tem interesse na integração da fé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Faça uma lista de qualquer outro problema não mencionado acima:			

Parte F: Nomeação

Você pode pensar no nome de uma(s) escola Adventista ou professor(es) em algum lugar que está fazendo um trabalho surpreendente e criativo em integrar fé ao ensino?

1. Escola/ Professor :

Descrição de criatividade no trabalho de ensino de integração de fé :

2. Escola/ Professor :

Descrição de criatividade no trabalho de ensino de integração de fé :

3. Escola/ Professor :

Descrição de criatividade no trabalho de ensino de integração de fé :

Agradecemos a sua participação. Por favor, responda hoje e retorne esta pesquisa para:

Correio: CIRCLE, Berrien Springs, MI 49104-0118, USA

E-mail: glynisb@andrews.edu

Fax: USA 269.471.6374

circle.adventist.org/utills/surveys/survey.phtml?name=Global+Survey+2005

Evaluación del Currículo Adventista

Encuesta Global de Maestros de Escuelas Secundarias - 2005

DIRECCIONES: Se espera que los maestros empleados en escuelas secundarias enseñen de un punto de vista Adventista mundial. Pero, ¿tienen los recursos, ideas y apoyo que necesitan? Este estudio, llevado a cabo por CIRCLE de la Universidad Andrews, ayudará a los dirigentes mundiales de educación a percatarse de lo que los maestros necesitan para integrar la fe Adventista en el salón de clase. Es confidencial porque queremos sus respuestas honestas. Le tomará solamente unos pocos minutos completar la encuesta.

Instrucciones para completar el formulario

- Utilice solamente un lápiz oscuro.
- No utilice bolígrafos, o fibras.
- Marque sólidamente y llene los círculos por completo.
- Borre muy bien cualquier cambio que desee realizar.
- No escriba en los márgenes o lugares donde no se solicita una respuesta.

CORRECTO: ● **INCORRECTO:** ☒ ☓ ☉ ☪

PARTE A: INFORMACIÓN DE TRASFONDO

1. ¿Cual es su afiliación religiosa?

Adventista del Séptimo Día		No cristiano
Cristiano de otra denominación		Ninguna

2. Sexo

Masculino		Femenino
-----------	--	----------

3. Edad

20-29	40-49	60 o más
30-39	50-59	

4. ¿Cual es su área principal de enseñanza?

Biblia	Lenguaje, literatura
Biología	Matemáticas, física, química
Comercio o tecnología	Música, arte
Historia	Educación física

5. ¿Qué otras áreas adicionales enseña? Seleccione todas las que se aplican.

Biblia	Lenguaje, literatura
Biología	Matemáticas, física, química
Comercio o tecnología	Música, arte
Historia	Educación física

6. ¿A que tipo de escuela secundaria asistió mayormente?

Adventista	Cristiana/privada
pública/gobierno	ninguna

7. ¿En qué tipo de institución universitaria estudió mayormente?

Adventista	Cristiana/privada
pública/gobierno	ninguna

8. ¿En qué tipo de institución sacó su Maestría/Doctorado?

Adventista	Cristiana/privada
pública/gobierno	ninguna

9. ¿Tiene un título o certificado en enseñanza?

Sí	No
----	----

10. Si su respuesta es no, ¿está en proceso de obtener alguna certificación?

Sí	No
----	----

11. ¿Cuántos años tienes como miembro Adventista bautizado?

No soy Adventista		
1-2	6-10	21-30
3-5	11-20	más de 31

12. ¿Cuántos años lleva enseñando?

1-2	6-10	21-30
3-5	11-20	más de 31

13. ¿Cuántos años lleva enseñando en escuelas secundarias adventistas?

1-2	6-10	21-30
3-5	11-20	más de 31

14. ¿En cuál división Adventista trabaja?

	Para el uso del personal de oficina
	0
	1
	2
	3
	4
	5
	6
	7
	8
	9

15. ¿Unión/Misión?

16. ¿Asociación/Campo?

Por favor continúe



PARTE B: INTEGRACION DE FE Y APRENDIZAJE (IFA).

Expresar su opinión sobre el trazar planes deliberados para integrar valores y principios bíblicos en su enseñanza.

Muy de De En Muy
 acuerdo acuerdo Incierto desacuerdo desacuerdo

1. El término integración de la fe y el aprendizaje es un misterio para mí.
2. Quiero saber más sobre la integración de la fe y el aprendizaje.
3. Durante este año pude realizar algunos de mis planes de integrar la fe en mis clases.
4. En la mayoría de las clases que enseñé hago referencia a los temas e ideas bíblicas.
5. Para mí es difícil integrar la fe bíblica en las materias que enseñé.
6. Este año los maestros formaron equipos para ayudarse mutuamente en la integración de la fe en sus clases.
7. La manera como deseo integrar la fe y el aprendizaje es viviendo una vida semejante a la de Cristo.
8. Regularmente integro la fe en mis clases. Este año traté nuevos enfoques interesantes.
9. Hacer planes deliberados para integrar la fe y el aprendizaje es ser poco práctico.
10. Estoy dispuesto a compartir mis métodos de integración de fe en un taller.
11. Me gustaría recibir instrucción sobre cómo enseñar de acuerdo a la cosmovisión (punto de vista) Adventista mundial.
12. La administración de nuestra escuela nos prepara para integrar la fe y el aprendizaje
13. Nuestra oficina de educación nos anima a integrar la fe y el aprendizaje
14. A menudo discuto los valores cristianos en las clases que enseñé

PARTE C: ¿Cuán a menudo están disponibles los siguientes recursos de enseñanza para su uso?

algunas
 siempre veces nunca

1. Biblia
2. Libros de texto para cada estudiante
3. Retroproyector
4. Máquina de Fax
5. Fotocopiadora
6. Televisión
7. CD o DVD
8. Computadoras
9. Correo electrónico (e-mail)
10. Internet

PARTE D: USO DE RECURSOS. ¿Cuál de los siguientes recursos diseñados para ayudarlo a integrar la fe bíblica en su salón de clase ha USADO en el

la usé y la usé y la usé, pero
 me fue me fue no me fue no la

1. La revista *Educación Adventista* de la Asociación General
2. Revistas profesionales sobre moralidad, filosofía de la educación, fe y valores
3. Revistas de educación producidas por la División/Unión
4. Parámetros Educativos para Secundaria de la División Pacífico Sur
5. Guías Curriculares por materia de la División/Unión
6. Libros sobre la Educación Adventista
7. Libros de texto que integran la fe en su área de enseñanza
8. Seminarios sobre Fe y Aprendizaje dados por la AG/División/Unión
9. Persona(s) que vinieron a compartir sus ideas sobre cómo integrar la fe y el aprendizaje
10. Grupo(s) de maestros que se reúnen para compartir ideas sobre cómo integrar la fe y el aprendizaje
11. Ejemplos de planes diarios de lecciones con ideas para integrar la fe en el aprendizaje
12. Programas computarizados con ideas para enseñar la integración de la fe y el aprendizaje
13. Recursos Adventistas tomados de la página web CIRCLE
14. Páginas Web con ideas para integrar la fe o valores
15. ¿Hay otros recursos que le han sido útiles en prepararse para enseñar del punto de vista mundial Adventista?

Use el espacio que sigue para que los enumere, o añada una hoja de papel extra:

Dé tanta información como sea posible sobre dónde comprarlos u obtenerlos:

Por favor continúe



Si los siguientes recursos **NO ESTÁN DISPONIBLES** actualmente, ¿cuán útiles crees que serían para tu enseñanza?

definitivamente útil	de alguna utilidad	poco útil	de ninguna utilidad
-------------------------	-----------------------	--------------	------------------------

16. Revista *La Educación Adventista*
17. Revista profesionales sobre moralidad, filosofía de la educación, fe y valores
18. Revistas de educación de la División/Unión
19. Parámetros Educativos de la División Pacífico Sur
20. Guías curriculares por materia de la División/Unión
21. Libros sobre la educación, filosofía y valores Adventistas
22. Libros de texto que integran la fe en su área de enseñanza
23. Seminarios de Fe y Aprendizaje ofrecidos por la AG/División/Unión
24. Persona(s) que compartieron ideas sobre la integración de la fe en la enseñanza
25. Grupos de maestros que se reúnen para compartir ideas de cómo integrar la fe y el aprendizaje.
26. Ejemplos de planes diarios de lecciones con ideas de cómo integrar la fe y el aprendizaje
27. Programas computarizados con ideas para enseñar la integración de la fe y el aprendizaje
28. Materiales Adventistas en la página web CIRCLE
29. Páginas web con ideas para la integración de fe o valores
30. Enumere otros recursos no mencionados arriba que usted usaría si estuviesen disponibles.

PARTE E: PROBLEMAS. No siempre es fácil enseñar un currículo claramente Adventista. ¿Hasta qué medida los siguientes factores hacen difícil la integración de la fe y el aprendizaje en su escuela?

no es problema	es un problema	verdadero problema
-------------------	-------------------	-----------------------

1. Poco tiempo o ninguno para prepararme para enseñar
2. Falta de materiales de referencia de la biblioteca
3. Falta de buenos materiales de enseñanza para integrar la fe
4. Pocos recursos Adventistas disponibles en mi idioma para la enseñanza
5. Los libros de textos no apoyan el punto de vista Adventista
6. Falta de guía curricular de la División/Unión en mi área de enseñanza
7. Dificultad en integrar la fe en el área de mi enseñanza
8. Enfoque en los exámenes del gobierno
9. El gobierno controla el currículo
10. Los maestros no entienden porqué es importante integrar la fe en el aprendizaje
11. Falta de entendimiento sobre cómo integrar la fe en el aprendizaje
12. Falta de preparación sobre cómo enseñar de acuerdo con la cosmovisión (punto de vista) Adventista mundial
13. La escuela no promueve la integración de la fe
14. Poco apoyo de los líderes para la integración de la fe
15. Los estudiantes no tienen interés en integrar la fe en el aprendizaje
16. Enumere cualquier otro(s) problema(s) que no se hayan mencionado arriba. Use una hoja adicional si fuese necesario.

Por favor continúe



PARTE F: NOMBRAMIENTO. ¿Puedes pensar en el nombre de una escuela Adventista o un maestro que está realizando un trabajo creativo y sobresaliente en la integración de fe y el aprendizaje?

Maestro/Escuela

Descripción de trabajo creativo IFA

Gracias por completar esta encuesta. Enviela hoy mismo.

Mail: CIRCLE, Berrien Springs, MI 49104-0118, USA

Email: glynisb@andrews.edu

Fax: US 269.471.6374

Online: circle.adventist.org/utills/surveys/survey.phtml?name=secondary



An SDA Curriculum Needs Assessment

A Global Survey of Secondary School Teachers

DIRECTIONS: Teachers are often admonished to integrate faith and learning. But do they have the resources, ideas, and support they need? This study, conducted by Andrews University researchers, will help make our world education leaders aware of what teachers need to integrate SDA faith at the classroom level. The survey will take only a few minutes of your time. It is confidential because we want your *honest thoughts*. *Do not sign your name*. When finished, seal your survey form in the envelope provided and give to the school secretary who will mail the sealed envelope directly to our research office. *Please respond right now*.

Part 1. INFORMATION: Please answer the following placing a [**T**] besides your response to each question below:

- a. What is your church affiliation? Seventh-day Adventist Other Christian Non-Christian
- b. Your sex? male female c. Your age? 20-29 30-39 40-49 50-59 60's or more
- d. Which area is your *major* teaching assignment? science history language/literature math Bible
- e. What kind of *secondary school* did you attend for most of the years? SDA Government Other None
- f. What kind of *tertiary higher education* did you attend most? SDA Government Other None
- g. What kind of *graduate school* did you attend most? SDA Government Other None
- h. Do you have a degree or certificate in *teaching*? YES No If No, are you working on a certificate? YES NO
- i. How many years have you been a baptized SDA? Not an SDA 1-2 3-5 6-10 11-20 21-30 over 31
- j. How many years have you taught (total number of years)? 1-2 3-5 6-10 11-20 21-30 over 31
- k. How many years have you been teaching at this school? 1-2 3-5 6-10 11-20 21-30 over 31

Part 2. INTEGRATING FAITH AND LEARNING (IFL). What do YOU think about **PLANNED** attempts to integrate **Biblical principles throughout your teaching**? Tell how you feel about each of the statements below by circling the following:.

Strongly Agree = SA Tend to Agree = A Uncertain = UN Tend to Disagree = D Strongly Disagree = SD

- | | | | | | |
|--|----|---|----|---|----|
| a. The term "integration of faith and learning" is a mystery to me. | SA | A | UN | D | SD |
| b. I want to know more about integrating faith and learning (IFL). | SA | A | UN | D | SD |
| c. Next year (if I am teaching) I definitely plan to integrate faith in my classes. | SA | A | UN | D | SD |
| d. This year I carried out at least <i>some</i> of my plans to integrate faith in my classes. | SA | A | UN | D | SD |
| e. <i>Most</i> of the lessons I taught this year made specific reference to biblical ideas and themes. | SA | A | UN | D | SD |
| f. It is impossible for me to integrate biblical faith in the subjects I teach. | SA | A | UN | D | SD |
| g. This year I was able to consciously correlate <i>a portion</i> of my teaching to Bible themes. | SA | A | UN | D | SD |
| h. All this year teachers formed teams and helped each other integrate faith in their classes. | SA | A | UN | D | SD |
| i. My written lesson plans <i>throughout this entire year</i> showed significant faith integration. | SA | A | UN | D | SD |
| j. I don't understand what "integration of faith and learning" means. | SA | A | UN | D | SD |
| k. Next year, I would like to set definite times to plan for faith and learning in my classes. | SA | A | UN | D | SD |
| l. The <i>only</i> way I wish to integrate faith and learning is to live a Christlike life. | SA | A | UN | D | SD |
| m. This year our faculty and staff worked closely together to make IFL extremely successful. | SA | A | UN | D | SD |
| n. This year I <i>regularly</i> integrated faith and learning in my classroom teaching as I had planned. | SA | A | UN | D | SD |
| o. I regularly integrate faith in my classes, but this year I tried many exciting, new approaches. | SA | A | UN | D | SD |
| p. Making conscious plans to integrate faith is both artificial and superficial. | SA | A | UN | D | SD |
| q. Although I <i>regularly</i> integrate faith, my focus <i>this</i> year was effects of IFL on my students. | SA | A | UN | D | SD |
| r. I feel so successful in integrating faith in my classes that I'd like to hold teacher workshops. | SA | A | UN | D | SD |
| s. I'd like some ideas to help me better integrate faith and learning. | SA | A | UN | D | SD |
| t. This year, our school administration was able to inspire IFL throughout our entire school. | SA | A | UN | D | SD |

(Please continue on other side) **L**

Part 3. The following resources are designed to help you integrate a biblical faith in your classroom.

Which of them DID YOU USE last year? Check [**T**] all that apply below:

- | | |
|--|---|
| <input type="checkbox"/> <i>Journal of Adventist Education</i> | <input type="checkbox"/> Materials with ideas on service and witnessing |
| <input type="checkbox"/> Faith and Learning Seminars | <input type="checkbox"/> South Pacific Division SDA Curriculum Guides |
| <input type="checkbox"/> Textbooks that integrate faith in your teaching field | <input type="checkbox"/> Teacher group(s) that met to share ideas about IFL |
| <input type="checkbox"/> Textbook supplements that help teachers integrate faith | <input type="checkbox"/> A source book with IFL ideas for teachers |
| <input type="checkbox"/> Computer software with ideas for teaching IFL | <input type="checkbox"/> Person(s) who came around to share ideas about IFL |
| <input type="checkbox"/> Sample lesson plans with ideas for integrating faith | <input type="checkbox"/> North American Division SDA Curriculum Guides |
| <input type="checkbox"/> Other resources not mentioned above (specify)_____ | |

COMMENT:

Part 4. NOMINATION: Can you think of the name of an SDA school or individual teacher anywhere doing some outstanding and creative work in integrating faith and learning? Tell about it in the space below

Part 5. Which of these TEACHING RESOURCES ARE AVAILABLE FOR YOU TO USE anytime you wish to use them in your teaching. Check [**T**] all that apply if they are in good working order.

- | | | |
|---|--|--|
| <input type="checkbox"/> Bible | <input type="checkbox"/> Television | <input type="checkbox"/> Computer printer |
| <input type="checkbox"/> Telephone | <input type="checkbox"/> Videocassette recorder | <input type="checkbox"/> Internet, e-mail |
| <input type="checkbox"/> Photocopier | <input type="checkbox"/> Overhead projector | <input type="checkbox"/> Videoprojector |
| <input type="checkbox"/> FAX machine | <input type="checkbox"/> Textbooks for every student | <input type="checkbox"/> Multimedia computer |
| <input type="checkbox"/> Computer--Apple PC | <input type="checkbox"/> Computer--IBM compatible PC | <input type="checkbox"/> World Wide Web |

Part 6. PROBLEMS: It is not always easy to teach a distinctly Adventist curriculum. WHAT ARE THE GREATEST PROBLEMS that make it difficult to integrate faith throughout your teaching. Check all that apply.

- | | | |
|--|--|---|
| <input type="checkbox"/> Little or no time to prepare teaching | <input type="checkbox"/> Lack of library reference materials | <input type="checkbox"/> IFL is difficult in my teaching area |
| <input type="checkbox"/> Focus is on government exams | <input type="checkbox"/> Teachers need more training in IFL | <input type="checkbox"/> Our school does not promote IFL |
| <input type="checkbox"/> Little support from leadership | <input type="checkbox"/> Government controls curriculum | <input type="checkbox"/> Lack of student interest in IFL |
| <input type="checkbox"/> Lack of good IFL teaching materials | <input type="checkbox"/> Teachers don't understand SDA/IFL | <input type="checkbox"/> Language problems |
| <input type="checkbox"/> Textbooks don't support SDA/IFL | <input type="checkbox"/> IFL has philosophic problems | <input type="checkbox"/> _____ |

COMMENTS?

Part 7. What RESOURCES WOULD YOU CONSIDER USEFUL in integrating faith and learning in your classes?

- A. Textbook supplements and guides** in your subject area that suggest ways to teach your subject from a Christian perspective
 Definitely useful Useful Somewhat useful Little use Not useful
- B. Sample teacher lesson plans and student activities** from a Christian perspective in your subject area that you can adapt/use.
 Definitely useful Useful Somewhat useful Little use Not useful
- C. Workshops and training sessions** to help teachers prepare practical classroom activities with a Christian perspective
 Definitely useful Useful Somewhat useful Little use Not useful
- D. Catalogs and indexes that help locate high quality IFL teaching materials** from around the world (print and computer)
 Definitely useful Useful Somewhat useful Little use Not useful
- E. Journal of Adventist Education**
 Definitely useful Useful Somewhat useful Little use Not useful
- F. General Conference/Division Integration of Faith and Learning Seminars** featuring the papers *Christ in the Classroom*
 Definitely useful Useful Somewhat useful Little use Not useful
- G. Opportunities to share ideas on integrating faith and learning with other teachers** around the nation, region, or world
 Definitely useful Useful Somewhat useful Little use Not useful

Other COMMENTS?

NOW ENCLOSE AND SEAL IN THE ENVELOPE PROVIDED AND SEND TO OFFICE FOR MAILING. Thank-you!!

An Adventist Curriculum Needs Assessment:
A Global Survey of Secondary School Teachers

Appendix C: Selected Results by Division

Appendix C: An Adventist Curriculum Needs Assessment: A Global Survey of Secondary Teachers

Sample & Response Rates

	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
Percent of Sample by Division	98.5	1.5	1.9	3.0	3.0	3.4	4.5	4.2	13.2	9.8	13.2	17.0	25.3
Percent of Individual Responses by Division	99.2	2.0	3.5	4.1	5.9	9.4	2.6	4.5	8.7	10.4	8.8	8.4	30.8

A: Demographical Data

	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
A1: Baptized Adventist teachers - %	94.8	94.1	79.3	91.2	83.7	88.6	100.0	97.4	100.0	91.9	91.9	97.1	100.0

	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
A2: Teacher gender - %													
Percent male secondary teachers	60.7	70.6	55.2	55.9	91.8	76.6	63.6	60.5	39.7	50.6	48.6	47.1	66.9
Percent female secondary teachers	39.3	29.4	44.8	44.1	8.2	23.4	36.4	39.5	60.3	50.0	51.4	52.9	33.1

	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
A3: Teacher age - %													
20-29	17.3	23.5	3.6	15.2	27.1	20.0	9.1	27.8	18.1	12.6	19.7	25.7	13.6
30-39	27.6	11.8	21.4	27.3	35.4	41.3	27.3	22.2	15.3	28.7	40.8	21.4	23.3
40-49	30.6	29.4	42.9	39.4	29.2	30.7	40.9	22.2	36.1	37.9	25.4	30.0	26.5
50-59	18.6	17.6	28.6	15.2	8.3	4.0	18.2	16.7	25.0	20.7	12.7	11.4	25.7
60's or more	5.9	17.6	3.6	3.0	0.0	4.0	4.5	11.1	5.6	0.0	1.4	2.9	10.9

	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
A4: Major teaching assignment - %													
Bible	11.9	17.6	14.8	6.1	13.0	8.1	19.0	8.1	7.0	16.7	6.2	9.7	14.8
Biology	9.7	0.0	14.8	9.1	6.5	12.2	14.3	13.5	7.0	10.7	12.3	10.8	8.2
Business or Technology	9.2	11.8	7.4	9.1	4.3	13.5	9.5	18.9	14.1	4.8	3.1	15.4	7.4
History	12.0	5.9	7.4	15.2	21.7	13.5	4.8	5.4	8.5	16.7	18.5	9.2	10.3
Language or Literature	23.6	29.4	33.3	33.3	15.2	21.6	23.8	18.9	25.4	32.1	23.1	23.1	20.6
Math, Physics, or Chemistry	22.9	29.4	14.8	15.2	37.0	17.6	28.6	24.3	28.2	19.0	26.2	23.1	21.4
Music, Art	6.4	5.9	3.7	9.1	0.0	4.1	0.0	2.7	7.0	0.0	1.5	4.6	13.2
Physical Education	4.3	0.0	3.7	3.0	2.2	9.5	0.0	8.1	2.8	0.0	9.2	4.6	4.1

	Total %	Total N
A5: Additional assignments - %		
Bible	15.7	130
Biology	6.7	56
Business/Tech	9.5	79
History	13.0	108
Language or Literature	10.5	87
Math, Physics, or Chemistry	15.5	129
Music, Art	6.6	55
Physical Education	6.0	50
Administration, Deans, etc.	3.5	29
Industrial Arts	2.4	20

A6: Secondary school attended most - %	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
Adventist	56.2	41.2	48.3	61.8	29.2	19.2	36.4	55.3	54.8	73.3	49.3	37.1	77.3
Public/Government	33.9	41.2	48.3	20.6	54.2	71.8	45.5	42.1	34.2	9.3	15.1	54.3	18.0
Christian/Private	9.7	17.6	3.4	14.7	16.7	7.7	18.2	2.6	11.0	17.4	35.6	8.6	4.7
None	0.2	0.0	0.0	2.9	0.0	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
A7: College/University attended most - %	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
Adventist	52.9	41.2	16.7	23.5	16.7	17.8	15.0	63.2	70.8	49.4	23.2	46.4	85.2
Public/Government	21.2	47.1	83.3	38.2	72.9	84.6	85.0	36.8	19.4	30.6	43.5	40.6	10.9
Christian/Private	25.4	5.9	0.0	35.3	6.3	2.6	0.0	38.5	9.7	20.0	33.3	13.0	3.9
None	0.5	5.9	0.0	2.9	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
A8: Graduate school attended most - %	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
Adventist	31.2	25.0	13.8	14.7	11.4	5.6	12.5	40.5	31.3	50.6	23.1	19.1	44.0
Public/Government	37.2	43.8	86.2	26.5	50.0	78.9	68.8	35.1	31.3	27.1	13.8	19.1	31.3
Christian/Private	11.0	12.5	0.0	20.6	4.5	0.0	0.0	0.0	20.9	20.0	27.7	2.1	9.9
None	20.6	18.8	0.0	38.2	38.6	15.5	18.8	24.3	16.4	2.4	35.4	59.6	14.7
A9: Certified or have a teaching degree - %	86.5	82.4	93.1	91.2	84.8	74.0	86.4	97.3	82.9	79.5	87.5	78.6	93.0
A10: Working on degree/certification	48.5	0.0	0.0	33.3	23.1	43.5	50.0	50.0	55.6	39.5	77.8	62.5	72.0
A11: Years baptized Adventist	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
Not an Adventist	4.3	6.3	20.7	0.0	12.8	13.7	0.0	8.3	0.0	8.1	0.0	1.4	0.0
1-10	8.8	18.8	3.4	9.7	29.8	17.8	9.5	5.6	1.4	10.5	9.1	10.1	3.5
11-20	24.6	18.8	27.6	25.8	21.3	34.2	52.4	30.6	15.7	29.1	16.7	37.7	18.8
21-30	27.0	12.5	13.8	45.2	17.0	21.9	19.0	25.0	41.4	26.7	33.3	26.1	26.2
over 31	35.4	43.8	34.5	19.4	19.1	12.3	19.0	30.6	41.4	25.6	40.9	24.6	51.6
A12: Total number of years teaching	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
1-10	39.7	47.1	31.0	26.5	54.2	48.1	28.6	36.8	36.1	29.9	48.6	49.3	37.5
11-20	29.4	17.6	37.9	52.9	29.2	37.7	57.1	31.6	29.2	27.6	34.3	27.5	20.7
21-30	19.8	17.6	27.6	8.8	10.4	13.0	9.5	18.4	15.3	34.5	10.0	14.5	25.9
over 31	11.1	17.6	3.4	11.8	6.3	1.3	4.8	13.2	19.4	8.0	7.1	8.7	15.9
A13: Years teaching in Adventist ed	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
1-10	48.5	58.8	37.9	33.3	61.2	68.6	50.0	50.0	37.5	31.4	68.6	62.3	42.2
11-20	26.3	23.5	44.8	48.5	26.5	30.0	40.9	27.8	31.9	27.9	15.7	21.7	20.9
21-30	16.7	11.8	17.2	9.1	6.1	1.4	0.0	13.9	20.8	32.6	10.0	11.6	22.9
over 31	8.5	5.9	0.0	9.1	6.1	0.0	9.1	8.3	9.7	8.1	5.7	4.3	14.1

Part B: Planned Faith Integration in Teaching. Percent who Disagree or Strongly Disagree

	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
B1: The term IFL is a mystery to me	79.3	88.2	89.7	42.4	65.9	71.4	75.0	100.0	85.7	68.2	85.1	68.8	87.1
B5: It is difficult to IFL in subjects I teach	72.2	60.5	65.5	42.2	80.0	78.9	77.3	71.1	74.3	64.6	72.2	68.7	76.0
B9: Making conscious plans to IFL are unrealistic	79.3	75.0	79.3	59.4	59.1	84.2	77.3	71.1	78.3	58.0	94.5	71.9	90.1
B6: This year teachers formed teams to help each other IFL	57.1	66.7	35.7	51.5	68.9	41.9	47.6	73.7	26.8	40.5	52.8	52.3	12.3

Part B: Planned Faith Integration in Teaching. Percent who Agree or Strongly Agree

	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
B2: I want to know more about IFL	84.5	81.3	64.3	78.8	95.6	97.4	90.9	63.2	90.1	90.6	86.1	92.5	78.2
B11: I'd like in-service re Adventist worldview	75.6	73.3	41.4	75.8	80.5	94.9	90.9	57.9	91.4	95.3	93.2	89.2	54.9
B12: Our school administration encourages IFL	84.2	93.8	75.9	93.9	88.6	85.9	81.8	89.5	93.0	91.7	82.2	66.7	81.2
B13: Our local education office prepares us to IFL	46.9	62.5	37.9	45.5	35.7	50.0	45.5	44.7	69.0	65.9	51.4	60.0	31.2
B7: The principal way I IFL is to live a Christlike life	89.6	100.0	89.7	87.9	93.3	93.5	100.0	68.4	98.6	91.6	95.9	92.4	83.8
B14: I often discuss Christian values in classes I teach	89.4	100.0	81.5	72.7	73.3	83.3	90.9	92.1	98.6	87.4	95.8	91.3	91.7
B3: This year I carried out some plans to IFL in my classes	85.5	70.6	72.4	63.6	77.8	72.4	77.3	94.7	95.8	88.5	86.1	91.3	89.6
B4: Most of my lessons reference biblical ideas and themes	57.8	41.2	46.4	33.3	50.0	59.2	69.1	31.6	72.9	76.5	56.2	80.0	52.4
B8: I regularly IFL & tried exciting new approaches this year	61.2	75.0	41.4	48.5	57.8	63.4	66.7	37.8	84.3	83.3	60.3	75.8	50.0
B10: I'm willing to share how I IFL at a workshop	58.4	68.8	41.4	69.7	86.4	82.4	80.0	34.2	70.0	82.1	67.1	73.8	30.6

Part C: Available Teaching Resources. Percent who responded Sometimes or Always Available

	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
C1: Bible	94.1	93.8	84.6	88.2	81.0	82.2	95.5	94.7	98.5	96.5	94.4	93.8	99.2
C2: Student Texts	94.2	94.1	96.4	91.2	81.0	93.1	72.7	100.0	97.0	98.8	97.1	82.0	97.6
C3: Overhead projector	62.4	88.2	96.4	70.6	17.1	7.1	13.6	100.0	46.2	24.7	90.0	41.7	90.5
C4: Fax Machine	55.2	15.2	92.3	35.3	4.9	2.9	9.1	92.1	14.3	4.9	66.7	53.4	96.9
C5: Photocopier	81.9	100.0	100.0	94.1	34.1	62.0	45.5	100.0	86.2	43.2	97.2	75.0	99.6
C6: Television	79.4	100.0	96.3	88.2	36.6	52.1	27.3	97.4	81.5	46.3	100.0	91.7	92.9
C7: CD Player	75.5	94.1	96.4	85.3	15.0	35.7	13.6	97.4	89.2	42.7	95.8	80.6	93.6
C8: Computer	85.1	94.1	96.4	97.1	52.4	73.2	59.1	100.0	80.0	60.2	93.0	90.2	96.5
C9: Email	66.5	94.1	74.1	67.6	17.5	14.3	27.3	94.7	37.5	21.0	94.4	68.3	98.4
C10: Internet	69.2	94.1	82.1	91.2	19.5	16.9	22.7	100.0	46.2	25.0	95.8	78.3	95.3

Part D: IFL Resources Use. Percent who responded NOT Used

	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
D1: GC Journal of Adventist Education	54.9	56.3	78.6	76.5	60.5	65.3	81.0	76.9	22.7	56.0	52.9	50.0	49.2
D2: Prof journals on morality, phil of ed, faith and values	56.4	56.3	79.3	64.7	60.5	55.3	78.9	76.3	34.4	43.9	52.8	56.9	58.0
D3: Division/Union education magazines	64.7	60.0	96.4	78.8	71.4	58.1	80.0	94.7	50.8	35.4	62.0	65.5	68.1
D4: SPD Secondary Frameworks	84.1	75.0	96.6	94.1	92.7	90.4	100.0	39.5	63.8	72.0	95.5	90.9	88.4
D5: Division/Union subject curriculum guides	55.3	71.4	79.3	88.2	75.6	82.2	95.2	55.3	52.6	43.9	84.1	75.9	24.8
D6: Books on Adventist education/philosophy/values	32.3	16.7	34.5	34.3	27.3	44.0	45.5	64.1	12.1	26.3	28.2	22.0	34.4
D7: Textbooks that integrate faith in your subject area	58.1	64.3	66.7	64.7	69.0	68.1	75.0	65.8	21.3	30.9	47.1	62.5	68.4
D8: GC/Division/Union Faith and Learning Seminars	54.1	85.7	75.9	67.6	57.1	54.1	71.4	92.1	36.7	48.1	76.1	59.3	89.2
D9: Person(s) who came to share ideas about IFL	51.4	20.0	39.3	62.7	39.5	28.4	61.9	63.2	12.5	17.7	59.2	43.9	78.9
D10: Teacher group(s) to share ideas about IFL	53.3	46.7	32.1	61.8	53.5	36.5	66.7	55.3	17.5	22.9	64.3	56.9	73.4
D11: Sample lesson plans with ideas for IFL	62.7	60.0	78.6	79.4	55.8	59.5	68.7	78.9	22.2	31.3	56.3	53.6	82.1
D12: Computer software with ideas for teaching IFL	87.3	73.3	96.6	68.6	90.2	90.5	95.2	94.6	75.0	71.6	94.4	93.0	9.1
D13: Adventist materials on the CIRCLE website	81.2	71.4	96.6	79.4	95.2	91.9	100.0	86.8	75.8	63.9	97.2	87.9	73.2
D14: Other websites with ideas for IFL	77.2	60.0	96.2	38.2	92.5	89.2	100.0	73.7	72.6	67.5	95.8	82.5	73.1

Part D: If NOT used, the percent who perceived resources as Useful or Definitely Useful

	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
D16: GC Journal of Adventist Education	64.2	87.5	22.2	48.0	74.1	88.2	93.8	24.0	88.2	71.7	74.3	75.0	25.5
D17: Prof journals on morality, phil of ed, faith and values	61.1	88.9	14.3	45.5	92.6	90.5	100.0	16.0	92.0	73.0	78.9	88.9	30.6
D18: Division/Union education magazines	54.8	44.4	21.1	42.3	87.5	82.2	94.1	20.0	88.2	54.8	82.5	78.9	26.2
D19: SPD Secondary Frameworks	46.8	36.4	5.6	51.6	81.1	70.0	81.0	25.0	83.3	47.3	69.5	64.7	11.0
D20: Division/Union subject curriculum guides	70.1	60.0	14.3	57.1	90.6	78.3	90.0	41.2	86.5	70.6	90.7	76.6	34.6
D21: Books on Adventist education/philosophy/values	59.8	100.0	16.7	40.0	66.7	90.9	100.0	18.2	90.9	69.6	82.4	64.7	40.3
D22: Textbooks that integrate faith in your subject area	74.1	66.7	50.0	66.7	81.3	90.7	100.0	47.8	93.8	76.9	88.2	86.4	62.5
D23: GC/Division/Union Faith and Learning Seminars	67.5	76.9	50.0	45.5	84.0	88.1	100.0	33.3	89.3	77.5	81.8	84.2	54.3
D24: Person(s) who came to share ideas about IFL	69.1	100.0	33.3	57.1	73.7	87.7	76.9	72.7	91.7	66.7	84.1	83.3	60.9
D25: Teacher group(s) to share ideas about IFL	74.8	75.0	56.3	69.7	74.4	69.1	90.5	70.6	87.5	80.0	85.2	81.1	61.0
D26: Sample lesson plans with ideas for IFL	72.0	88.9	38.5	74.1	72.0	83.0	85.7	56.0	94.4	89.3	89.5	86.5	60.0
D27: Computer software with ideas for teaching IFL	72.7	63.6	41.2	57.1	84.6	89.9	90.0	54.8	96.0	75.4	87.3	89.3	54.1
D28: Adventist materials on the CIRCLE website	66.7	72.7	41.2	50.0	71.8	85.7	80.0	42.3	89.6	64.8	86.4	78.4	44.8
D29: Other websites with ideas for IFL	67.3	77.8	40.0	50.0	71.8	85.3	81.0	33.3	91.7	63.2	87.9	83.7	44.4

Part E: Factors that make faith integration difficult. Percent who responded Somewhat or A Real Problem

	Total %	DIV 1	DIV 2	DIV 3	DIV 4	DIV 5	DIV 6	DIV 7	DIV 8	DIV 9	DIV10	DIV11	DIV12
E2: Lack of library reference materials	68.9	93.8	67.9	84.4	69.6	86.3	72.7	63.2	60.6	67.4	80.0	74.6	50.2
E3: Lack of good IFL teaching materials	73.7	87.5	77.8	81.3	60.9	81.1	61.9	84.2	72.3	71.4	80.3	68.3	71.4
E4: Few Adventist teaching resources in my language	48.8	53.3	69.2	81.8	75.6	68.9	68.2	23.7	68.8	75.0	51.6	81.7	10.8
E5: Textbooks don't support the Adventist worldview	64.5	75.0	65.2	85.8	62.2	78.7	60.0	68.4	67.7	59.3	73.5	71.7	53.8
E6: Lack Division/Union curriculum in my subject area	61.4	73.3	63.6	90.6	46.5	81.9	63.6	63.2	73.0	76.6	82.5	64.5	39.1
E8: Focus on government exams	48.7	75.0	75.9	90.9	60.0	70.4	52.4	52.6	78.5	57.1	50.8	72.6	11.7
E9: Government controls curriculum	49.9	68.8	69.0	87.5	63.6	70.3	54.5	57.9	87.1	63.4	43.1	88.1	10.1
E10: Teachers do not understand WHY IFL is important	52.6	56.3	53.8	60.6	67.4	76.0	73.7	26.3	81.5	73.5	58.2	70.5	24.0
E11: Lack of understanding of HOW to IFL	64.0	68.8	72.0	81.3	60.9	74.0	75.0	34.2	84.8	74.7	67.1	80.0	48.6
E7: Difficulty IFL in my subject area	54.3	68.8	35.7	71.9	67.4	65.3	66.7	34.2	81.8	77.1	41.7	71.0	34.3
E15: Students lack interest in IFL	64.9	60.0	77.8	87.5	79.5	72.2	71.4	41.7	89.2	65.4	62.0	78.3	50.4
E1: Little or no time to prepare	70.3	73.3	74.1	68.8	64.4	57.5	40.9	68.4	89.2	83.5	44.4	79.4	73.3
E12: Lack of training in Adventist worldview	65.6	81.3	66.7	84.8	60.9	80.0	61.9	40.5	81.8	73.2	74.6	80.3	49.6
E13: School does not promote IFL	45.0	56.3	24.0	45.5	75.0	52.0	76.2	10.8	75.8	86.9	40.6	70.0	14.9
E14: Little support from leadership to IFL	49.4	56.3	12.0	68.8	86.7	64.4	81.0	10.5	80.0	87.8	31.4	80.0	19.8

An Adventist Curriculum Needs Assessment:
A Global Survey of Secondary School Teachers

Appendix D: Qualitative Data Summary

Appendix D: Qualitative Data Summary

B15. Other resources that have been useful in preparing to teach from the Adventist world view.

Bible & Spirit of Prophecy (42.4%)

1. Education by E G White (10)
2. E G White writings - published books, on CD, or online (8)
3. Bible (5)
4. Counsels to Parents, Teachers and Students (3)
5. Fundamentals of Christian Education (2)
6. Messages to Young People (2)
7. Bible Readings for the Home (1)
8. Child Guidance (1)
9. Great Controversy (1)
10. Messiah (1)
11. Ministry of Healing (1)
12. Health and Happiness (1)

General Adventist Publications (23.5%)

1. ADRA website (1)
2. Amazing Facts Bible Studies: Discover, Steps to Christ, Real Truth, Storacles (2)
3. Answers in Genesis web site and DVDs, web (1)
4. Bible Stories, My Glorious Bible Story (1)
5. Books on service education and origins (1)
6. VOP CDs & Books: Education, Voze (1)
7. Christ in the Classroom (1)
8. Church Manual (1)
9. Creation Science Foundation Publications (1)
10. Devotional books in English. ABC Store (1)
11. Origins, Geoscience Research Institute news (1)
12. Soul Shapers, R&H (1)
13. Signs of the Times (1)
14. Stepping Stones: Devotional 1987 R&H (1)
15. SDA Bible Commentary (2)
16. SDA Dictionary (1)
17. SDA books (1)
18. SDA Fundamental Beliefs (1)

Adventist Teacher Preparation (21.2%)

1. A Call to Personal Ministry and Health Evangelism (1)
2. AVLN course on Integrating Technology in the Curriculum (1)
3. AVLN – Adventist Virtual Learning Network (1)
4. Adventist pedagogy: CPB (public broadcasting?) (2)
5. CDs with resources integrating faith in biology and chemistry (1)
6. Christ in the Classroom (1)
7. Journey to Excellence document (1)
8. La Sierra's master's level course in IFL (1)
9. Participation in a faith and learning conference (1)

10. Personal Development (1)
11. Philosophy of Christian Education (1)
12. Richard Rice (1)
13. Stuart Tyner (2)
14. Sister Rosamo's training (1)
15. SSD High School supplement (Music)
16. Subjects offered by AIIAS (IFL)

Other Spiritual Nurture (12.9%)

1. Discipleship of the Mind by J.W. Sire (1)
2. Time for Truth by OS Guinness (1)
3. Group Magazine (1)
4. Prayer of Jabez, The Purpose-driven Life (1)
5. Material from Assemblies and Guest Speaker Presentations (1)
6. Many different devotional books (1)
7. My Life or Theirs by Dr H Eager (1)
8. Prayer and Bible study (1)
9. Principles of Life (1)
10. Ravi Zacharias – www.rzim.org (1)
11. The Answers Book (1)

B30: Other Resources Deemed Helpful, if they were Available

One entry each, listed in alphabetical order

1. An Adventist education
2. Adventist Review
3. Amazing Discoveries DVD by W. Veith
4. Any books on youth issues and integration
5. Any IFL resources by SDA publishers
6. Bible, Zondervan Publishing
7. Books and videos from Dr Scherer, Wilder-Smith
8. CD/tapes on Biology and Chemistry
9. CDs of stories about SDA beliefs
10. CDs that integrate faith
11. Christian Beliefs, by T.H. Jemison, PPPA
12. Computer, Data Show, CD/DVD
13. Conflict of the Ages Series, PPPA
14. Education, Fundamentals of Christian Education
15. Email, CD player, overhead projector, textbooks
16. Everything!
17. Film projector
18. Film projectors, TV, VCR
19. Film, overhead projector
20. Good (large) maps of Bible lands etc.
21. Mathematics books
22. Overhead projector
23. Overhead projector, projector, extra reference books, visual aids
24. Physics guidance books (Seirway)
25. Regular emails with tips or ideas

26. Responses above not filled in
27. Spiritual Moments with the Composers & The Spiritual Lives of Great Composers both by Zondervan
28. SDA Bible textbooks, video tapes/slides, cassette tapes & tape recorders, SDA curriculum mostly in Bible then other subjects
29. The Mathematics Teacher, The Physics Teacher (journals)
30. Videos by George Knight and others to be used at staff meetings
31. Your Bible and You by A. S. Maxwell, Stanborough Press
32. www.grisda.org (Geoscience Research Institute online)

E16: Other Problems that Make Teaching an Adventist Worldview Difficult

Some comments were truncated, online. Fragments are included where they provide at least some idea of the point being made.

Lack of Information/Dedication (28.7%)

1. The evaluation does not offer the possibility of noting the unfamiliarity of the matter
2. Problemas familiares entre gente adventista (testimonios), Poco apoyo conomico para... (incomplete)
3. Often assumed to be happening naturally
4. Need reassurance that IFL is being done in a good way
5. I think teachers don't realize that their lifestyle in front of the student is what i... (incomplete)
6. Faculty and staff do not integrate substantial principles of faith in their own lives
7. It is noticeable that most of the teachers don't know much about Adventist beliefs
8. I was never educated in an Adventist institution of learning except for the summer cl... (incomplete)
9. Teachers little understand Adventist principles of faith, lack of teachers communication globally, absence of teachers association within Adventist schools
10. Many are unclear as to what constitutes a Seventh-day Adventist worldview
11. Many Adventist teachers cannot really articulate our unique worldview
12. Lack of dedication for the cause, teachers do not realize the purpose of their calling
13. Many times teachers do not know what integration ... (incomplete)
14. Teachers have little understanding in the Adventist principles of faith
15. Lack of support from professors
16. Lack of perception by many who write integrated materials. The writers use too much A.... (incomplete)
17. Lack of awareness of available resources!
18. In the first year of teaching Spanish, I called every high school in our conference to ... (incomplete)
19. Lack of IFL workshops for teachers, shortage of IFL journals for school, lack of textbooks that promote IFL in subject areas
20. Lack of teamwork in promoting IFL at school
21. Lack of IFL seminars
22. Motivation of teachers
23. As an Adventist, the ability to transfer and help transform the culture is our difficulty
24. Lack of Adventist Teachers Colleges at the Union level
25. Lack of video cassettes to support IFL methods

Curriculum Issues (11.5%)

1. Curriculum guides give subject titles but don't give specific objectives/standards
2. Textbooks & division/union subject curriculum guides are unavailable
3. Not using the Bible enough in our classrooms
4. Lack of textbooks authored by Adventists
5. Need books written by Adventist authors, especially in my area of literature
6. Adjusting to IFL in the primary level is quite easy because of the integrated curriculum that is used
7. As long as the official position of the church is contrary to scientific fact, there... (incomplete)
8. Lack of Adventist controlled curriculum
9. Different religious groups in one class makes problems in Bible periods
10. Would like more books in the library that are creation vs. evolution

Focus Issues (10.3%)

1. Too many other tasks to accomplish rather than preparing for integrating faith in lessons
2. The problems are very deep and wide. As far as I can tell from where I teach ... (incomplete)
3. We're sometimes distracted by life events and forget the real objective of our work: (incomplete)
4. Uma idéia errada a respeito do que vem a ser a integracao fé e ensino
5. La parvreta dons nos institutions le niveon de foi
6. Sometimes the topics are difficult to be integrated with faith
7. It seems that Math is a subject which doesn't lend itself readily to integrating faith
8. Integrating faith in governmental curriculum is difficult and takes a lot of time
9. I am a chemistry teacher. I have never found anyone who could show me how to integrate... (incomplete)

Non- Adventist Teachers (10.3%)

1. Most teachers in Adventist schools are not Adventist
2. There are a number of non-Adventist teachers in our academy
3. Not all the teachers are Adventist
4. Most of the qualified teachers are not Seventh-day Adventists
5. Lack of full-time teachers which make our teachers ... (incomplete)
6. All teachers to abide by/respect the Adventist teaching
7. Non-Adventist teachers
8. Most of the teachers coming from non-Adventist education background
9. Adventist : non-Adventist teacher ratio is 1:3 which makes work difficult

Student & Parent Issues (10.3%)

1. A percent of non-Adventist students in classes opposed to our faith and a careless and unholy Christian life that surrounds the students makes it difficult to IFL
2. Most of our academy students are dominated by non-Adventist religion. The majority are interested only to pass national exam and give less value for the importance of faith in Christ
3. Parents wanting more content taught
4. Students (particularly non-Christians) tend to compartmentalize learning areas in sec ... (incomplete)
5. This last question (students lack of interest in IFL) is a big problem; homes generally do not promote IFL

6. The parents of the students do not want their wards to take part, and they always con... (incomplete)
7. Difficulty in arousing the interest of students in learning
8. Influence of worldly attractions/lifestyle
9. Consechos a pais, estudantes e professores casa pulicador brasileira... (incomplete)

Time Constraints (10.3%)

1. Teachers hardly get time to integrate faith in their subjects
2. Time table limitations
3. Time and training
4. Time to be faithful!! Schoolwork occupies so much of life and disallows time to hav... (incomplete)
5. Time is a significant issue. Having someone/seminars share specific, tangible methods (incomplete)
6. The amount of time we have to cover the curriculum is insufficient. Students feel pushed.
7. Spread too thin. Too much time doing other things.
8. It takes additional time to do research in specifically Adventist teaching materials.
9. Teachers are overloaded with extracurricular activities so we tarry our minds on this and have less time to dedicate to the academics; low salary makes the teachers look for a sideline earning in order to support the family needs.

Administrative Issues (9.2%)

1. No exposure
2. Class periods, academic
3. Real Adventism seems to be dying in our secondary schools
4. Shortage of personnel & inadequate funding
5. Pressure from administrators to finish secular syllabi
6. Competition with secular schools
7. Size of classes
8. No music room for listening

General Issues or Comments (4.6%)

1. Hiroshima Adventist High School is consisted mostly by Adventist students and their s... (incomplete)
2. I regularly talk about Adventist/Christian values in my literature, composition and ... (incomplete)
3. As a Bible teacher and campus pastor, everything I teach is a reflection of faith
4. I taught high school English for over 25 years. Literature abounds with ethical and ... (incomplete)

Language Issues (2.3%)

1. Good video material in our language, easy to understand for non-Adventist teachers
2. The majority of materials are available only in English, and thus inaccessible to French ... (incomplete)

Exam Issues (2.3%)

1. Exam oriented education
2. Focus on exam success much more than faith development; desire to obtain good grades in subjects offered rather than maintaining good relationship with Creator

Nominations for Excellence in Faith Integration

Part F provided respondents with an opportunity to identify exemplary practices modeled by Adventist teachers or schools. Division Education Directors are encouraged to commend these individuals and institutions, noting their nomination in the global secondary teacher survey.

Incomplete nominations have been completed where sufficient information was provided to identify the individual or school. The number in brackets indicates the number of nominations, if more than one. The union and conference, where provided, is added in brackets beside incomplete entries.

East-Central Africa Division

1. Melchor D. Dap, IFL in Biology & Agriculture (3)
2. Bugema Adventist Secondary School, Uganda (3)
3. Kamagambo High School, Kenya (2)
4. Dr H. Kibuuka, ECD Education Director, Kenya, tremendous capability IFL (2)
5. Ps Benjamin Brown, EUM president, theology & relating difficult science & beliefs
6. College Adventiste de Rwankeri, Rwanda
7. Institute Maranatha de Goma, D. R. Congo
8. Mr Fanta Chaleabo (Ethiopian Union Mission, South Ethiopia Field)
9. Dr Yona Balyage (Tanzania Union Mission, East Tanzania Conference)
10. Mr Korso Gude (Ethiopian Union Mission, South Ethiopia Field)

Euro-Africa Division (EUD)

1. All teachers in Religion at Marienhöhe College
2. Burkhard Mayer, Marienhöhe College
3. Jutta Thiede-Gutknecht, Marienhöhe College
4. Marienhöhe College (2)
5. Bogenhofen Senior High School
6. H. Schaidinger, Bogenhofen Senior High School
7. Juan Antonio Lopez de la Torre, Sagunto, Spain

Inter-American Division

1. Antigua Seventh-day Adventist School, Antigua
2. Mr Miller, Antigua Seventh-day Adventist School, Antigua
3. Dr Rita Green, North Caribbean University, Jamaica WI
4. Dr Raquel Korniejczuck, Montemorelos University, Mexico
5. Enriquillo Adventist College, Dominican Republic
6. Portland Pref (incomplete) (West Indies Union Conference, East Jamaica Conference)

North American Division

1. Anita Oliver, La Sierra University, USA
2. Bryna Schwartz, history teacher, Escondido Adventist Academy, USA
3. Country Haven Academy, Pasco, WA, USA
4. Curtis Wright, Mountain View Adventist Academy, CA, USA
5. D.J. McKenzie, uses media from pop (incomplete) (LUC, Wisconsin Conference)
6. David Jeffrey, Canadian University College, Alberta, Canada
7. Delmas Campbell, Pine Forge Academy
8. Dr T. Standish, Geoscience Research Institute
9. Gene Roemer, history teacher, Cascade Christian Academy, Wenatche, USA (2)

10. George Grow, Science teacher (Southern Union Conference, Carolina Conference)
11. Gordon Kainer, retired Adventist (Pacific Union Conference, N California Conference)
12. Helen Strickland, Valley Grande Adventist Academy, Weslaco, TX, USA
13. Jacque Patterson of Greater New York Academy, NY, USA (2)
14. Jim Robertson, Portland Adventist Academy, OR, USA
15. Matt Theoret, Thunderbird Academy, Scottsdale, AZ, USA
16. Mr Tom Amato, PUC Prep/Elementary Teacher, PUC, CA, USA (2)
17. Mt Pisgah Academy, NC, USA
18. Orcas Christian School, WA, USA
19. Ps David Hall, Andrews Academy, MI, USA
20. Ps Danaran Frederick (Lake Union Conference, Illinois Conference)
21. Paul Turk, Redding Adventist Academy, personal testimony is used a large amount
22. Peter Cousins, Great Lakes Adventist Academy, MI, USA (3)
23. Richard Bobst, retired (Pacific Union Conference, Central California Conference)
24. Richard Cadavero, Collegedale, TN
25. Shelley Bacon, AE21, Distance Learning, FL, USA
26. Southside Christian School
27. Tami Randolph, Walla Walla College

South American Division

1. Capa-Cristian, projectos evol (incomplete)
2. Colegio Adventista de alt (incomplete)
3. Colegio Adventista de Concepcion, Brazil
4. Colegio Adventista Ellen G White, Brazil
5. Educacion Basica-UNASP, Brazil
6. USAP-II, Rodrigo Silva e N (incomplete)

South Pacific Division

1. Central Coast Adventist School, NSW, Australia
2. Christine Clark, Principal of Aussie
3. Luis Garcia Andre (Austral Union Conference, NW Argentine Mission)
4. Mark Borresen, Prescott College, Prospect, South Australia
5. Julie Stefani, Prescott College, Prospect, South Australia

Southern Africa Indian Ocean Division

1. Joe Elliot Gumbala, Lunjika Secondary School, Zambia

Southern Asia Division

1. James Memorial Higher Secondary School, V.O.C. District, Tamil Nadu, India
2. E.D.Thomas Memorial Higher Secondary School, Tanjore District, Tamil Nadu, India
3. Abraham Abrose, Adventist Higher Secondary School (incomplete)
4. Dr Lee, General Conference, USA
5. Dr Tennyson Samraj (Northern India Union Section, North Bengal Section)
6. Dr G. Immanuel, SDA Higher Secondary School
7. Logeswari Student SDA Higher Secondary School, Chagalput, student converted, leading doctor in C (incomplete)
8. Mr Augustine Daniel, headmaster, SDA HSS, Marapallam, Pondicherry
9. Mr Sonny Baku Matthew, SDAH higher Secondary School, Power House Junction Manelikara, India
10. Mr Prabu (Southeast Indian Union Section, North Tamil Section)
11. Mr Jeyaselvam (Southeast Indian Union Section, North Tamil Section)

12. Mr Shimray, SDA Higher Secondary School, India
13. Palle Jaya Prakash SDA High School, India
14. Raymond Memorial Higher Secondary School, Falakata, Jalpaiguri, West Bengal, India
15. SDA Higher Secondary School, Kuttapuzha, India
16. SDA Higher Secondary School, Pondicherry, India
17. SDA Higher Secondary School, Vepery, Chennai, India

Southern Asia Pacific Division

1. Adventist University of the Philippines
2. Dr Eager, former AIIAS professor
3. Mr Epifari Balmores (NPUM, Southern Luzon Mission)

Trans-European Division

1. Mr K Paddar, Stanborough School, England, UK

West Africa Division

1. Agona Seventh-day Adventist Secondary School, Agona-Ashanti, Ghana (3)
2. Ps Brobbey, Agona Seventh-day Adventist Secondary School, Agona-Ashanti, Ghana
3. Mr E. K. Gyimah, Agona Seventh-day Adventist Secondary School, Ghana
4. Babcock University, Ogun State, Nigeria
5. Babcock University High School, Ogun State, Nigeria I (3)
6. Bekwai Secondary School & Adventist Teacher College, Asokore, Koforidua, Ghana
7. Mr Francis Y. Owusu, Seventh-day Adventist Secondary School, Bekwai-Ashanti, Ghana
8. Chiemelo M. Ikonne, WAD Education Director, Cote d'Ivoire
9. Dr Grace Adeoye, Babcock University, Ogun State, Nigeria
10. Dr Grace Tayo, Babcock University, Ogun State, Nigeria (3)