



JOHN
ROZEMA
AWARD FOR
TEACHER
EXCELLENCE

NOMINATION
PACKAGE

2019

A  CARDUS EDUCATION INNOVATION
WWW.CARDUS.CA/EXCELLENCE

**CARDUS IS PLEASED TO OFFER THE JOHN ROZEMA AWARD FOR TEACHER EXCELLENCE
IN PARTNERSHIP WITH THE CHRISTIAN SCHOOL FOUNDATION AND EDUDEO MINISTRIES.**





THE JOHN ROZEMA AWARD FOR TEACHING EXCELLENCE

recognizes excellence as an ongoing investment into the life of a Christian school community and a positive public contribution to the common good. Being shortlisted for the John Rozema Award for Teaching Excellence Award is an indication of a particular educator or school community's reputation for giftedness and excellent practice.

CARDUS



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Awards



There are five possible Rozema Awards for 2019.
Please note that the prize categories have changed: Please read carefully!

EXCELLENCE IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) TEACHING

NEW

This award seeks to recognize one teacher in either a primary or a secondary school who is doing excellent work in distinctively Christian, rigorous STEM education. We are looking for innovative teaching practice that ignites children's wonder and curiosity and intellect. If you have a teacher who illuminates the world of numbers and atoms, algorithms and formulas, then consider honouring them with a nomination for this prize. *(NOTE: Nominations can be for an outstanding course, set of courses, or even a particularly well-designed unit within a course.)*

Award Value: \$5000.

EXCELLENCE IN HUMANITIES AND FINE ARTS TEACHING

NEW

This award seeks to recognize one teacher in either a primary or a secondary school who is doing excellent work in distinctively Christian, rigorous humanities and fine arts education. Whether painting or sculpting, acting on the stage or dancing in the class, reading poetry or interpreting history, the teacher who wins this award will be someone who awakens children's imagination to the beautiful, the good, and the true in the world of nature and the world of culture. *(NOTE: Nominations can be for an outstanding course, set of courses, or even a particularly well-designed unit within a course.)*

Award Value: \$5,000.

EXCELLENCE IN CHARACTER AND VIRTUE FORMATION

NEW

This award seeks to recognize one teacher in either a primary or a secondary school who is doing excellent work in forming character and virtue in their students. What this prize is hoping to honour is more than a teacher of exemplary character (although that is important), but someone who has established liturgies and routines within their class structure that are meant not merely to inform

students but also to form them and shape their desires in such a way that the condition in which they know is one of love, for God, for their neighbour, for the world. (NOTE: This award will allow for co-curricular and extra-curricular activities and programs to be included.)

Award Value: \$5,000.

With special thanks to both EduDeo Ministries and the Christian Schools Foundation, this year we are also pleased to announce two sponsored awards.

EXCELLENCE IN GLOBAL PERSPECTIVE TEACHING

This award recognizes teaching excellence in either a primary or secondary setting that integrates Christian faith and global perspectives in the classroom with a desire to foster cultural intelligence in our globalized world. In particular, we hope to honour teaching and learning practice that integrates what we can learn from and offer to communities in other nations. (Service learning projects are not eligible for this award unless they are integrated into the subject curriculum.)

Award Value: \$5,000

EXCELLENCE IN SPECIAL EDUCATION



This award seeks to recognize one teacher or educational assistant in either a primary or secondary school who is doing excellent work in special education. Teaching students who have special needs—whether physical or mental—requires unique teaching practices that will often help a student and school community grow together and become a space where all students are recognized as persons created in God's image and worthy of honour, respect, love, and the guidance into the world of relationships, curiosity, and wonder.

Award Value: \$5,000.

Please note that all awards recognize curricular and not co-curricular activity (with the exception of the Character and Virtue Formation Award). Award funds are to be used for the ongoing professional development of the recipient. This may include, but is not limited to, equipment and resource materials, funded travel for the purpose of study and/or research, or other tools to improve teaching and learning.



Instructions for Nominations

- 1.** Nominations may come from a principal, a board member, or a fellow teacher. But all nomination letters must come on behalf of the board and principal and (if relevant) the nominating teacher. *(NOTE: these letters must remain anonymous. There is a section in the online form in which these parties may provide their names and signatures.)*
- 2.** Make sure that your nominee is eligible to be nominated; you will be asked to declare this when you submit nominations online. To be eligible the nominee(s) must meet the following criteria at the time of nomination:
 - a.** Nominees must be employed in an independent Christian school in the province of Ontario.
 - b.** Part-time teachers can be nominated providing they teach the equivalent of 2.5 days per week in a classroom setting.
 - c.** Nominees must have a minimum of three years teaching experience and have taught in a school within the province of Ontario (either public or independent).
 - d.** We recognize that not all independent Christian schools require public teacher accreditation; nevertheless, a nominee's teaching experience and accreditation (if applicable) should be in good standing.
 - e.** Posthumous nominations are not accepted.
- 3.** The co-signed nomination letter should summarize why, in their opinion, the nominee meets the criteria for excellence set out for this award. Please note that the award criteria can be found on page nine of this package.
- 4.** Make sure the nomination letter for an individual award does not exceed 1,000 words. Letters that are longer than this will not be considered and will invalidate the nomination.
- 5.** Do not type your nomination letter on school letterhead. Nominations are reviewed blind by the panel, and it is not as easy to redact logos and pictures that include the name of the school.

- 6.** Nominees need to prepare a portfolio of evidence to accompany the nomination letter. The letter and the portfolio must be combined into *one* PDF document for upload. (See point 10 below.) Portfolios can include some or all of the following:
 - a.** Examples of student work with written explanation
 - b.** Sample lesson plans, unit plans, and/or course outlines
 - c.** Student or community feedback
 - d.** Course evaluations
 - e.** Teacher observation reports from board or principal
- 7.** The portfolio should be prepared in consultation with the school principal but written by the nominee. We allow for some creativity in the presentation of evidence, most submissions include a combination of the aforementioned artifacts. However, we are very strict about anonymity, length, and word limit—please see below.
- 8.** The portfolio should not exceed ten pages in total, and the word count must not exceed 3,000 words. Any labels or headings attached to pictures or diagrams are *included* in this limit. Portfolios that are longer than ten pages and exceed the word count will invalidate the nomination. Please note that you need to combine your nomination letter and your portfolio into one PDF to upload it. This is likely to make the PDF eleven or twelve pages; we will check that the nomination letter accounts for the extra pages. The portfolio itself must only account for ten or fewer pages.
- 9.** Please anonymize your portfolio before you submit it. It must not refer to teachers or pupils by name or include the name of the school. To aid this process it is completely acceptable to write in the first person or to use the signifier “the nominee.” Please do not use school letterhead and be very sure that photographs or pictures do not identify either the school, the nominee, or pupils.
- 10.** Please combine your nomination letter and portfolio into one PDF and upload it to the website here: cardus.ca/research/education/excellence-in-education. You will be asked to complete an online form as well, so make sure you have contact details and other information to hand in order to complete it. Nominations received after the deadline will not be considered under any circumstances, so we recommend that you do not wait until the last minute to upload your documents. You will receive an automatic email to confirm receipt of your nomination.

The final deadline for nominations is **FRIDAY, FEBRUARY 22, 2019**.

Checklist



The nominee(s) meet the eligibility criteria.



The nomination letter is signed by the school principal and board member.



The nomination letter is not written on school letterhead and does not include school logos.



The portfolio of evidence does not exceed ten pages of a PDF or the word count of 3,000 words.



The portfolio of evidence is anonymous.



The nomination letter and the portfolio have been combined into one PDF ready for upload.



Contact details for the school and nominees are to hand ready for completion of the online form.

SUBMIT ONLINE HERE.

Award Criteria



The award panel will therefore be looking for evidence that a teacher demonstrates excellence in **all** of the following categories:

PURPOSE IN TEACHING AND LEARNING

The nomination letters and portfolio should provide evidence that the teacher can articulate the core values of the Christian school and that he or she embodies them in his or her professional practice, and integrates them into curriculum planning, student assessment, and classroom management. In particular, the adjudication panel would expect to see evidence of strong worldview literacy or an informed philosophy of education that integrates Christian faith and learning.

RIGOUR IN TEACHING AND LEARNING

The nomination letters and portfolio should provide evidence that teachers regularly capture evidence of pupil attainment, progress, and character development and that this is used to inform curriculum planning, assessment, and managing classroom relationships. In particular the adjudication panel would expect to see evidence that the academic, vocational, civic, and social outcomes of teaching and learning are taken into consideration and measured.

SERVICE IN TEACHING AND LEARNING

The nomination letters and portfolio should provide evidence that teachers are prepared through their own professional practice to foster a classroom culture where risk-taking, collaboration, creativity, and responsibility for learning not only maximize the gifts of individual students but are also offered for the good of the school community. In particular, the adjudication panel would expect to see evidence that teachers are preparing students to engage in culture via their knowledge, vocation, and character.

Award criteria descriptors

Purpose

	EXCELLENT	GOOD	SATISFACTORY	NO EVIDENCE
<p>1</p> <p>ARTICULATION OF CORE VALUES</p>	<p>The core values or Christian mission of the school are clearly articulated as a framework for practice.</p>	<p>The core values or Christian mission of the school are described and used to set goals or as a guide to practice.</p>	<p>The core values or Christian mission of the school are mentioned.</p>	<p>No reference is made at all to the core values or Christian mission of the school.</p>
<p>2</p> <p>EMBODIMENT OF VALUES</p>	<p>Strong evidence that the nominee embodies the school's values in practice and that this is consistently recognized by the community as a source of excellence within the school.</p>	<p>There is evidence that values are embodied in practice and that the nominee exemplifies the values of the school.</p>	<p>Limited evidence that the nominee embodies values beyond generic references to things such as altruism (e.g., is caring or trustworthy).</p>	<p>No evidence that the nominee embodies values.</p>
<p>3</p> <p>INTEGRATION OF VALUES INTO CURRICULUM PLANNING, ASSESSMENT, AND CLASSROOM MANAGEMENT</p>	<p>The evidence demonstrates that a framework of values intentionally integrates the core values of the school with curriculum planning, assessment, and classroom management.</p>	<p>There is evidence that values are intentionally applied to the curriculum, assessment, and classroom management.</p>	<p>Limited attempt is made to relate values to the curriculum, assessment, or classroom management.</p>	<p>No evidence that values are integrated into practice.</p>
<p>4</p> <p>INFORMED PHILOSOPHY OF EDUCATION OR WORLDVIEW</p>	<p>The evidence demonstrates that the nominee has developed his or her own philosophy of education, is critically reflective on Christian worldview, and consistently integrates faith into teaching and learning. Furthermore, the nominee encourages others in the school community to do this.</p>	<p>There is evidence that the nominee is applying Christian worldview to regularly integrate faith into teaching and learning.</p>	<p>Evidence that the nominee can rehearse or articulate a basic Christian worldview—this is likely to be unreflected on or unrelated to philosophy of education. It may be inconsistently applied to teaching and learning.</p>	<p>No evidence that the nominee has reflected on or can articulate a philosophy of education informed by a distinctively Christian worldview.</p>

Award criteria descriptors

Rigour

	EXCELLENT	GOOD	SATISFACTORY	NO EVIDENCE
<p>1</p> <p>PUPIL ATTAINMENT, PROGRESS, AND CHARACTER DEVELOPMENT INFORMS CURRICULUM PLANNING, ASSESSMENT, AND CLASSROOM MANAGEMENT</p>	<p>Evidence demonstrates that the nominee uses all opportunities within the curriculum, assessment, and classroom management to monitor, account for, and develop pupil knowledge, progress, and character.</p> <p>Furthermore, there is evidence that the nominee's practice encourages pupils to be self-reflective, learn to take an increasing level of responsibility for their own growth and achievements, and encourage one another's development.</p>	<p>There is evidence that high expectations are set in relation to pupil knowledge, progress, and character. Good connections are made between curriculum, assessment, and classroom management and these factors. These connections may be a little inconsistently emphasized, for example, character may be less prominent.</p> <p>Attainment, progress, and character are well monitored.</p>	<p>Curriculum planning, assessment, and classroom management take pupil attainment, progress, and character into account, but there is not evidence that these factors consistently inform practice.</p> <p>Some of these elements are regularly monitored in pupils.</p>	<p>No evidence that particular attention is paid to all three elements (attainment, progress, and character) or that this informs areas of practice. Evidence of rigour in relation to only one factor is insufficient for this award.</p>
<p>2</p> <p>ACADEMIC, VOCATIONAL, CIVIC, AND SOCIAL OUTCOMES INFORM TEACHING AND LEARNING</p>	<p>The evidence shows that the academic, civic, and social outcomes of education are considered and consistently inform teaching and learning practice.</p> <p>The evidence demonstrates that the nominee is actively grappling with how to measure pupil progress in these areas and reflecting on the contribution of professional practice to the proper ends of education.</p> <p>There is also evidence that within the community the nominee is recognized as someone whose practice influences pupils to excel in some or all of these areas.</p>	<p>The evidence shows that the academic, civic, and social outcomes of education are considered and consistently inform teaching and learning practice. Some attempts are made to monitor pupil progress in these areas.</p> <p>There is evidence that this nominee is recognized as someone whose practice influences pupils to excel in some or all of these areas.</p>	<p>There is evidence that the academic, civic, and social outcomes of education are considered, but there is no evidence that they are measured or closely inform teaching and learning practice.</p>	<p>There is no evidence that the nominee pays attention to all of these outcome as the proper ends of education. For example, evidence of a focus only on the academic or only on vocation would be insufficient for this award.</p>

Award criteria descriptors

Service

	EXCELLENT	GOOD	SATISFACTORY	NO EVIDENCE
<p>1</p> <p>CLASSROOM PRACTICE FOSTERS RISK-TAKING, COLLABORATION, CREATIVITY, AND RESPONSIBILITY FOR LEARNING</p>	<p>The evidence demonstrates that the nominee consistently develops practice that enables pupils to take risks, collaborate, be creative, and take responsibility for their own learning.</p> <p>There is evidence that pupils are routinely encouraged to reflect on the significance of these for their own learning and for that of others.</p> <p>There is evidence that the nominee measures the progress of pupils in some or all of these areas.</p>	<p>The evidence demonstrates that the nominee consistently develops practice that enables pupils to take risks, collaborate, be creative, and take responsibility for their own learning.</p> <p>There is evidence that pupils are encouraged to reflect on these, and some attempt is made to measure the progress of pupils in these areas.</p>	<p>There is evidence that the nominee creates opportunities for pupils to take risks, collaborate, be creative, and take responsibility for their own learning.</p> <p>There is not evidence, however, that these elements are consistently planned or required as evidence of pupil progress or that pupils are encouraged to reflect on them.</p>	<p>There is no evidence that the nominee's practice fosters all of these. Evidence of practice fostering one of these elements is insufficient evidence for this award.</p>
<p>2</p> <p>GIFTS OF INDIVIDUAL STUDENTS MAXIMIZED AND OFFERED FOR THE GOOD OF THE COMMUNITY</p>	<p>There is evidence that the nominee regularly incorporates and plans for opportunities to maximize individual gifts and to offer these for the good of the community.</p> <p>There is evidence that pupils encourage one another to develop their gifts and offer them to others.</p>	<p>There is evidence that the nominee regularly incorporates and plans for opportunities to maximize individual gifts and to offer these for the good of the community.</p>	<p>There is some evidence that the nominee creates opportunity for students to maximize their gifts and that they are encouraged to offer these for the good of others.</p>	<p>There is no evidence provided that the nominee explicitly pays attention to this.</p>
<p>3</p> <p>STUDENTS ARE BEING PREPARED TO ENGAGE IN CULTURE</p>	<p>The evidence demonstrates that students are routinely expected to reflect on and critique culture beyond the school and have opportunity to engage in cultural production.</p>	<p>There is evidence that the nominee regularly creates opportunities in teaching and learning for students to critically evaluate the culture beyond the school.</p>	<p>There is evidence that the nominee plans teaching and learning opportunities for students to evaluate the culture beyond the school.</p>	<p>There is no evidence, that the nominee is preparing students to engage in the culture beyond the school.</p>

Deadlines and Announcements

Nomination forms and portfolios must be submitted by **FEBRUARY 22, 2019**. All submissions are considered final. Cardus does not comment on drafts or provide individual guidance to nominees.

The shortlist will be announced on **APRIL 5, 2019**.

The award winners will be announced at a reception in the spring. The date is yet to be determined. All those on the shortlist together with their school principal and/or board representative will be invited to attend the reception where the awards will be presented by a member of the Rozema family and Mr. Michael Van Pelt or their representatives.



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Terms and Conditions of the Award

- Awards are for curricular not co-curricular activities. Nominations for co-curricular activities and projects will not be considered (with the exception of the Character and Virtue Formation Award).
- Schools can nominate multiple candidates in each award category.
- Given the new prize categories, nominees shortlisted for the 2018 John Rozema Teacher Excellence Award may also be nominated in 2019 in any category.
- Nominees previously submitted, but not shortlisted, for the 2018 John Rozema Teacher Excellence Award may be re-nominated in 2019, but it is expected that an entirely new nomination letter and portfolio will be written and submitted. Previously submitted nomination packages must not under any circumstances be reused.
- Schools will receive the actual funds; however, the nominee should determine how they are spent. The Christian School Foundation handles the administration of award funds and will require a brief follow-up report and receipts and will work to ensure that schools and recipients are supported in the process. In the event that a recipient moves to another Christian school in the province of Ontario, any unspent funds should follow the recipient to his or her new school. If funds have already been spent on physical resources, such as equipment, these should remain with the school. If the recipient moves to a school outside of the province of Ontario, unspent funds should also remain with the school.

Up to 20 percent of the award funds may be used by the school to cover teacher replacement costs for attendance at award or alumni events. Expenses at alumni events are not covered in addition to the award.



CARDUS (ROOT: CARDO) IS A THINK TANK DEDICATED TO
the renewal of North American social architecture.
We conduct independent and original research, produce
several publications, and regularly stage events with Senior
Fellows and interested constituents across Canada and the U.S.

