KTA+ INSTITUTE

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A FREE RESOURCE FROM KTA+ INSTITUTE

The KTA+ Verified Educator Standards

What excellent biblical worldview educators know and do, especially those who teach outside the traditional school system.

1. Subject knowledge and learnable design
2. Guided inquiry and learner agency
3. Transdisciplinary design
4. Responsive teaching (RDL)
5. Evidence from real learners
6. Reflective growth
7. Care, safeguarding and integrity
8. Partnering with families



"A pupil is not above his teacher; but everyone, after he has been fully trained, will be like his teacher."

Luke 6:40 (NASB)

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PURPOSE

One clear, public picture of excellent biblical worldview teaching

These eight Standards describe what an excellent biblical worldview educator does with real learners. KTA+ Institute shares them freely so churches, microschools, co-ops, schools and families can work from the same picture of good practice.

Who they're for

Educators who want to know what to work towards

Churches, microschools and co-ops choosing, training and supporting educators

Christian schools planning staff development

Families choosing who will teach their children

Education savings and scholarship programs looking for a clear quality signal

What they're built on

These Standards are the published rubric KTA+ Institute mentors use to review an educator's portfolio for Verification. This is version 1. It builds on the first approved version (November 2026) and adds partnering with families, the educator's integrity, and subject knowledge. Every Standard is shown in practice, with evidence from real learners, not by a test or a certificate.

How to use them

Read the Foundations first, including Worldview in practice, then the eight Standards. Each Standard says what it means, what it looks like in practice, what counts as evidence, and what each of four levels looks like. Use them to reflect, plan training, guide hiring conversations or review a program.

FOUNDATIONS

Every education disciples

The Standards start from a biblical worldview: Scripture is God's authoritative Word, every learner bears God's image, and all learning is a chance to see His world and His purposes more clearly.

No classroom is neutral. Every educator teaches from what they believe about God, people and truth, whether they say so or not. These Standards describe educators who know what they believe and let it shape how they teach.

Practice is assessed. Faith is not scored.

Faith connections (Scripture, prayer, the big story of God) are taught, invited and celebrated throughout KTA+ Institute training. But no one can measure another person's faith. Only God sees the heart. So the Standards assess what an educator does with learners, and never score their faith.

The method behind them

The Standards draw on two approaches created by Kale Kneale, Creator of KTA+.

Responsive Discipleship Learning™

The educator **notices** what is happening in a learner, **interprets** it, and **acts** in a way that helps them grow.

The Kingdom Inquiry Cycle

Learning that moves through **Wonder, Seek, Discover, Connect, Share** and **Grow**.

FOUNDATIONS, CONTINUED

Who learners become

The Standards serve one end: learners who know God's story and see their place in it. We want young people who think carefully and biblically, ask good questions, weigh what the culture tells them against God's Word, use their gifts to create things that serve others, and grow in character as well as knowledge.

Worldview in practice

Worldview in practice runs through all eight Standards. It is coached, shown in every debrief and expected of every Verified educator, but like faith, it is not scored. It describes three things you can see in an educator's teaching.

1. **Seeing the assumptions**
   Helping learners notice what a book, video or resource assumes about God, people and truth.

2. **Setting the culture beside God's Word**
   Showing plainly and kindly what the culture says about a topic, and what Scripture says.

3. **Connecting to the big story**
   Linking each topic back to who God is and His purposes in the world, not only in Bible time.

Mentors look for these in every portfolio and talk them through in every review, so they grow alongside the Standards.

AT A GLANCE

Eight Standards, one foundation

The Standards group into three areas of practice, held together by care, integrity and partnership with families, and built on a biblical worldview.

Educators who disciple through learning

Design learning

1 · Subject knowledge and learnable design

2 · Guided inquiry and agency

3 · Transdisciplinary design

Respond to learners

4 · Responsive teaching (RDL)

Notice · Interpret · Act

Show and grow

5 · Evidence from real learners

6 · Reflective growth

7 · Care, safeguarding and integrity

8 · Partnering with families

Worldview in practice: coached in every Standard, never scored

Foundation: a biblical worldview. Every education disciples.

Four levels for every Standard

Level 1	Level 2	Level 3	Level 4
Not yet evident	**Emerging**	**Meets the standard**	**Exemplary**

A Verified educator reaches at least Level 3 in every Standard.

STANDARD 1 · DESIGN LEARNING

1 Knows the subject and designs learning that is learnable

Knows the subject well, and plans learning experiences that make it learnable for the learners in front of them.

In practice

Accurate subject knowledge, a clear sequence, the right steps for these learners, support for those who need it and stretch for those ready for more.

Evidence

Learning plans, and learner work that shows the plan worked.

Level 1 · Not yet evident
Subject knowledge is inaccurate or thin, or plans don't make it accessible to the intended learners.

Level 2 · Emerging
Subject knowledge is sound in places; plans are partly learnable, with gaps in sequencing or scaffolding.

Level 3 · Meets the standard
Accurate subject knowledge, and plans make it learnable for the intended learners.

Level 4 · Exemplary
Confident, accurate subject knowledge, expertly sequenced and scaffolded, with support and stretch.

STANDARD 2 · DESIGN LEARNING

2 Guided inquiry, projects and learner agency

Uses guided inquiry and project-based learning. The educator holds the framework and direction, and gives learners real choices within it.

In practice

Learning starts from a real question; learners carry part of the thinking; it's guided, not child-led.

Evidence

The driving question, learner choices and how they shaped the work.

Level 1 · Not yet evident
Mostly transmission; little inquiry or agency.

Level 2 · Emerging
Inquiry or projects appear but are educator-dominated or unguided.

Level 3 · Meets the standard
Guided inquiry and project-based practice: the educator holds the framework and gives learners real agency within it.

Level 4 · Exemplary
Guided inquiry and learner agency are consistent strengths across the portfolio.

3

STANDARD 3 · DESIGN LEARNING

Transdisciplinary design

Builds learning around real-world questions that genuinely need more than one subject, teaching real subject knowledge along the way.

In practice

A project sustained across several sessions; each subject is essential, not decoration.

Evidence

The project plan and learner work across sessions.

Level 1 · Not yet evident
Single-subject throughout.

Level 2 · Emerging
Disciplines are combined superficially.

Level 3 · Meets the standard
Learning is organized around real-world questions that genuinely need more than one discipline, with a project sustained across sessions.

Level 4 · Exemplary
Transdisciplinary design is rigorous, coherent and sustained.

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STANDARD 4 · RESPOND TO LEARNERS

Responsive teaching (RDL)

Practises Responsive Discipleship Learning™: notices learner cues, interprets them, and adapts, both in the moment and between sessions.

In practice

Pauses to ask before correcting; changes course when learners need it; reflects after every session.

Evidence

Observed moments of responsive teaching, and written RDL debriefs: what I noticed, how I interpreted it, what I changed.

Level 1 · Not yet evident
Little evidence of noticing or adapting to learners.

Level 2 · Emerging
Responsiveness is described but not shown.

Level 3 · Meets the standard
Shows the RDL cycle in practice and uses debriefs to improve.

Level 4 · Exemplary
Responsive practice is habitual and clearly improves learning over the pathway.

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STANDARD 5 · SHOW AND GROW

Evidence from real learners

Shows credible evidence of what learners actually did and learned.

In practice

Collects learner work and responses as a habit, not only at the end.

Evidence

Varied learner work that shows change over time.

Level 1 · Not yet evident
No credible evidence from real learners.

Level 2 · Emerging
Evidence is limited or unclear.

Level 3 · Meets the standard
Credible evidence of what learners did and learned.

Level 4 · Exemplary
Rich, varied evidence of learning from real learners.

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STANDARD 6 · SHOW AND GROW

Reflective growth

Shows how feedback and reflection have changed the educator's practice.

In practice

Seeks feedback, acts on it, and can explain what they now do differently.

Evidence

Reflections and mentor feedback over time, with the changes they led to.

Level 1 · Not yet evident
No visible change across the pathway.

Level 2 · Emerging
Some change, not linked to feedback or reflection.

Level 3 · Meets the standard
Shows how feedback and reflection changed practice.

Level 4 · Exemplary
Clear, sustained growth, with the educator driving their own improvement.

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STANDARD 7 · CARE AND PARTNERSHIP

Care, safeguarding and integrity

Protects learners' privacy, dignity and safety, in practice and in any evidence shared, and acts with honesty, reliability and accountability.

In practice

Safe conduct online and in person; learners' names, faces and voices protected in shared work; keeps commitments, tells the truth and welcomes accountability.

Evidence

How learning was planned and recorded with safety in mind, and mentor and family feedback on reliability and conduct.

Level 1 · Not yet evident
Concerns about privacy, dignity or safety, or about honesty or reliability.

Level 2 · Emerging
Generally appropriate, with lapses in safeguarding or in keeping commitments.

Level 3 · Meets the standard
Handles privacy, dignity and safety appropriately, keeps commitments and is open to accountability.

Level 4 · Exemplary
Safeguarding and integrity are built into planning, evidence and conduct throughout.

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STANDARD 8 · CARE AND PARTNERSHIP

Partnering with families

Works alongside parents as their children's first teachers, keeping them informed and involved in their learning.

In practice

Shares what learners are doing and why; invites parents into the learning; listens first when there's a concern; respects each family's role and convictions.

Evidence

Updates to families, examples of parents taking part in learning, and family feedback.

Level 1 · Not yet evident
Little or no communication with families.

Level 2 · Emerging
Communicates with families, but rarely involves them or responds only when asked.

Level 3 · Meets the standard
Communicates clearly and regularly, involves families in learning, and responds to concerns with respect.

Level 4 · Exemplary
Families are genuine partners: well informed, regularly involved, and their insight shapes the learning.

PUTTING THEM TO WORK

Using the Standards

Organisation	Use the Standards to...
Churches	Choose and support the educators who lead your learning programs, and plan volunteer training
Microschools and co-ops	Review your program's quality each term and set goals with your educators
Christian schools	Shape staff development and observation conversations around discipleship, not just compliance
Education savings and scholarship programs	Give families a clear, public picture of what good faith-based teaching looks like
Families	Ask better questions when choosing who will teach your children
Educators	Reflect on your own practice and choose one Standard to grow in this term

A simple self-review

For each Standard, an educator, or a leader with them, answers three questions. Work on no more than two Standards at once, and review again next term.

1

Where am I now?

Choose a level from 1 to 4.

2

What's my evidence?

Name one piece of learner work, plan or moment that shows it.

3

What's my next step?

Name one change to try in the next month.

Good practice

- Use them to grow people, not to rank them
- Look at evidence from real learners, not just what someone says they do
- Keep faith conversations encouraging and pastoral, never scored

VERIFICATION

Anyone may use these Standards. Only KTA+ Institute can Verify against them.

1	2	3	4	5
Complete the mentored pathway with real learners	Build a portfolio of evidence from their own teaching	A KTA+ Institute mentor reviews it against these Standards	Every Standard reaches Level 3, Meets the standard	Verified status is renewed every year

Tied to an exact version. Every Verification records the version of the Standards it was reviewed against, so the Standards can improve without changing what an earlier Verification meant.

Faith and Verification. Faith is never scored, and neither is Worldview in practice, though mentors coach it in every review. Educators may also choose to affirm the KTA+ Institute Statement of Faith each year, shown separately.

Check an educator at ktaplusinstitute.org/verify. Using these Standards does not make a person or program Verified, accredited or endorsed by KTA+ Institute; please don't describe it that way.

Using and citing

Free to use, print and share in your church, school, co-op, microschool or program. Please credit KTA+ Institute, keep the wording of the Standards unchanged (add your own notes alongside), and don't sell them or include them in a paid product without permission.

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Evidence. These Standards are new and not yet independently validated. They will be reviewed every year using what Founding Cohort educators, mentors and families report.

About

KTA+ Institute offers biblical worldview development training for educators who think outside the system. It is run by The Transformation Network LLC.

Kale Kneale is the Creator of KTA+ and Responsive Discipleship Learning™, and designer of the Kingdom Inquiry Cycle. He holds a Master of International Education and has worked in education for 15+ years, including 10 years in schools. He is CEO of The Transformation Network (Australia) and founder of The Transformation Network LLC.

Faith, Family, & Future Learning