Using the Growing Disciples Inventory (GDI) to Assess Christian Spiritual Development

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USING THE GROWING DISCIPLES INVENTORY (GDI) TO ASSESS CHRISTIAN SPIRITUAL DEVELOPMENT

NAD Teacher Convention 2012
Presenters: Glynis Bradfield, Bonita Shields, Kathy Beagles
Discipleship is becoming like Jesus as we walk with him in the real world. 

Christian spiritual development is holistic growth toward maturity in beliefs, attitudes, and relational practices of Christian spirituality. 

Holistic lifelong learning as Christ-followers
- Integrated faith & learning & life
- Redemptive education

Discipleship IS lifelong Christian spiritual development

Thus a growing disciple is a Christian engaged in the process of lifelong Christian spiritual development, in turn mentoring or discipling other Christ-followers.
TOGETHER GROWING FRUITFUL DISCIPLES (TGFD) MODEL

Connecting

“Loving God completely, ourselves correctly, and others compassionately”
(Boa, 2001)

Learning the truth of God’s relationship with humanity through Jesus Christ, the Word.

Understanding

Ministering

Participating in God’s mission of revelation, reconciliation, & restoration.

Intentionally walking “alongside other disciples in order to encourage, equip, & challenge one another to grow toward maturity in Christ” (Ogden, 2003)

Equipping

“All Christians are disciples and are called to participate in the discipleship process, both by receiving instruction and living out their faith for others to see and imitate” (Samra, 2003)
### Holistic Christian Spiritual Development

<table>
<thead>
<tr>
<th>GD Model</th>
<th>Boa</th>
<th>Rice</th>
<th>Taylor</th>
<th>Trent</th>
<th>Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting</td>
<td>Experience</td>
<td>Being</td>
<td>Heart</td>
<td>Love</td>
<td>Affective</td>
</tr>
<tr>
<td>Understanding</td>
<td>Doctrine</td>
<td>Believing</td>
<td>Head</td>
<td>Know</td>
<td>Cognitive</td>
</tr>
<tr>
<td>Ministering</td>
<td>Practice</td>
<td>Behaving</td>
<td>Hand</td>
<td>Serve</td>
<td>Behavioural</td>
</tr>
</tbody>
</table>

**Equipping One Another** to Connect, Understand & Minister
**PERSONAL PROCESSES OF CHRISTIAN DISCIPLESHIP**

The processes through which an individual Christian grows in spiritual maturity and fruit-bearing (John 15:5-8)

<table>
<thead>
<tr>
<th>UNDERSTANDING</th>
<th>MINISTERING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning the truth of God’s relationship with humanity through Jesus Christ, the Word (Matthew 4:4; John 8:31; 14:23)</td>
<td>Participating in God’s mission of revelation, reconciliation, and restoration (Matthew 25:40; 28:19,20; Galatians 5:22-23)</td>
</tr>
</tbody>
</table>

**CONNECTING**

“All Christians are disciples and are called to participate in the discipleship process, both by receiving instruction and living out their faith for others to see and imitate.”

(Boa, 2001) (Matthew 22:37-38; John 13:35)

**EQUIPPING**

Intentionally walking “alongside other disciples in order to encourage, equip, and challenge one another in love to grow toward maturity in Christ” (Ogden, 2003)

(Deuteronomy 6:4-9; Ephesians 4:11-16; 1 Thessalonians 5:11)

**COMMUNITY PROCESS OF CHRISTIAN DISCIPLING**

The discipleship living within the body of Christ (local church, Christian home, Christian friends, Christian teachers) that impacts others’ attitude toward and engagement in the personal processes of maturing as a disciple.
ALIGNED ASSESSMENT

- The Together Growing Fruitful Disciples framework encompasses four cyclical processes of lifelong Christian spiritual development.
- Each process includes 5 or 6 commitments, listed to the right.
- More specific indicators flesh out a curriculum that represents the span (but are not exhaustive) of outcomes included in each commitment (shown on next 2 slides).
- While not the only model of Christian spiritual development, it simply and holistically provides a curriculum to align a holistic assessment of goals variously worded by Adventist schools globally.
Connecting: Growing in relationship with God, self, and others

C1. To develop a dynamic, deepening, love relationship with God, I am:
C1.1 continuing with God regularly through His word, prayer, and other Christian disciplines.
C1.2 participating with other believers in worshiping God on Sabbath and at other times.
C1.3 worshipping God daily as a living sacrifice by choosing His will over my own will.
C1.4 paying attention to what God is doing and praising Him for His love and faithfulness.
C1.5 participating with God in His mission of reconciliation and restoration.

C2. To develop an individual identity that is complete in Christ, I am:
C2.1 surrendering my heart and my will to God.
C2.2 learning that God places infinite value on me.
C2.3 recognizing my continual need of God’s forgiving and empowering grace.
C2.4 inviting the Holy Spirit to guide me in my ongoing self-reflection and actions.
C2.5 embracing cultural expectations that are aligned with the Bible and replacing those that are not.

C3. To develop Christ-centered family relationships, I am:
C3.1 recognizing that my commitment to Christ takes priority over every human relationship.
C3.2 contributing, supporting, and extending unconditional love to those within my family circle.
C3.3 holding sacred my family commitments and responsibilities to parents, spouse, and children.
C3.4 passing on the Christian faith to my children through both teaching and living an authentic Christian life.
C3.5 practicing hospitality, welcoming into my family or home those who God brings to my attention.
C3.6 committing to live by biblical standards of sexual morality.

C4. To develop Christ-centered relationships in the local and global church as a member of the body of Christ, I am:
C4.1 being supported and nurtured by the community of believers.
C4.2 praying with and for fellow believers, rejoicing with those that rejoice, and caring for those that are in need.
C4.3 loving and serving the church’s children, continuing to disciple them as they mature into adults.
C4.4 treating others redemptively when they are disciplined or shamed by church or society.
C4.5 keeping informed and responding to news and stories of the world church.

C5. To develop positive relationships with those outside the church, I am:
C5.1 respecting and praying for non-believers because all are of infinite value to their Creator.
C5.2 being a good neighbor, participating in community life, and helping those in need.
C5.3 being ethical in all my business dealings and in my professional and personal life.
C5.4 reflecting the character of Christ in all my interactions with others.

Understanding: Growing in knowledge of Jesus and His teachings

L1. To understand that Christ calls me to be His disciple, I am learning that:
L1.1 by beholding Jesus and abiding in Him, I will continue to grow more Christ-like.
L1.2 the love of Christ constrains me to a life of obedience and self-denial.
L1.3 all biblical teachings illustrate the character and mission of Christ.
L1.4 being a disciple involves all of my life – my worldview, my relationships, and my purpose and mission.
L1.5 I will participate in the body of Christ and its work in the world.
L1.6 I accept life – both now and eternally – as a gift from God to be shared with others.

L2. To understand that God is the source of life, I am learning that:
L2.1 God is the creator and sustainer of the universe, including all people created in His image.
L2.2 God is a trine God consisting of the Father, Son, and Holy Spirit.
L2.3 God reveals Himself to us in many ways, but most clearly through His Son, the Incarnate Word.
L2.4 God is love and He desires from me a response of love for Himself and for others.
L2.5 the God-given purpose of humanity is to glorify God through daily life, work, and relationships with others.

L3. To understand the consequences of the human fall from God’s original plan, I am learning that:
L3.1 the great controversy between God and Satan originated in heaven.
L3.2 because of the disobedience of the first human beings, I have a will to sin and a sinful nature.
L3.3 the ten-commandment law of God expresses the character of God and gives the standard for human conduct.
L3.4 the natural world no longer reflects the perfection in which God created it.
L3.5 the Bible is needed to interpret the natural world as an expression of the character of God.

L4. To understand that God has provided everything that is needed for my redemption, I am learning that:
L4.1 salvation and eternal life are gifts to me through the grace of God.
L4.2 Christ came to earth to reveal the character of God and to die in my place as atonement for my sin.
L4.3 the love of God draws me to feel sorrow for my sin, to confess, and to repent.
L4.4 God forgives sin and restores brokenness.

L5. To understand that God has provided everything needed for my restoration, I am learning that:
L5.1 Jesus died to redeem me from sin and now lives to restore me to physical, mental, and spiritual wholeness.
L5.2 through the power of the Holy Spirit, Christ will live in me and I will live in Him.
L5.3 because every person is created in God’s image, my relationships will be based on love, forgiveness, and respect.
L5.4 the Holy Spirit daily prompts me to act justly, to love mercy and to walk humbly with my God.
L5.5 God expects me to be a steward of all He created.
L5.6 the great controversy ends when God brings an end to sin and restores Earth to its original perfection.
Ministering: Growing in participation in God’s mission of revelation, reconciliation, and restoration

M1. To seek opportunities in all daily activities to minister to others, I am:
M1.1 inviting God to change me to bear the fruits of the Spirit;
M1.2 choosing Jesus as a daily companion and sharing Him joyfully;
M1.3 investing myself in service wherever the Holy Spirit leads;
M1.4 carrying out my occupation as a calling to ministry;
M1.5 building networks for friendship, fellowship, and support.

M2. To invest myself in the discipleship of others, I am:
M2.1 willing to be mentored by maturing Christians, accountable for my spiritual growth;
M2.2 willing to be humble and honest when sharing my walk as a disciple;
M2.3 committing time and effort to mentoring growing Christians;
M2.4 working intentionally to train fellow believers to disciple others.

M3. To recognize and respond to the needs of God’s suffering children locally and globally, I am:
M3.1 looking for physical, mental, social, and spiritual needs in the local community;
M3.2 responding mercifully to the discovered needs, individually and/or as a church;
M3.3 speaking out and acting to relieve suffering and injustice in society;
M3.4 reducing human suffering by being a faithful steward of God’s creation;
M3.5 acting compassionately on behalf of people who are disadvantaged or at-risk.

M4. To support the ministries of the local and global church with personal resources, I am:
M4.1 managing my resources with the understanding that all belong to God;
M4.2 returning a faithful tithe and giving offerings systematically;
M4.3 serving in one or more ministries of my local church;
M4.4 participating personally, as possible, in global service projects or ministries.

M5. To embrace the evangelistic mission of the church, I am:
M5.1 praying for the Holy Spirit to prepare me to reach others for Christ;
M5.2 choosing to be aware of the spiritual climate locally and globally;
M5.3 using my spiritual gifts to help tell the world the story of Jesus;
M5.4 able to give a reason for my faith when asked;
M5.5 sharing the story of my personal relationship with Jesus with community members, family, friends and co-workers.

Equipping: Growing the Body of Christ by walking alongside one another in love

E1. To help believers engage in a transformational devotional life, I am showing others how to:
E1.1 study the Bible to know Christ and to develop a biblical worldview;
E1.2 communicate with God through prayer and Christian meditation;
E1.3 participate in other Christian disciplines to be open to the Holy Spirit;
E1.4 set priorities to allow for regular, quality devotional time;
E1.5 seek spiritual growth opportunities with other believers.

E2. To help believers build Christ-like relationships, I am showing others how to:
E2.1 inventory themselves, acknowledge defects of character, and invite God to remove them;
E2.2 work with God to care for themselves and live a balanced life;
E2.3 cherish, respect, and nurture family members as children of God;
E2.4 be disciplined by other believers in the body of Christ;
E2.5 resolve conflicts within the home, church, workplace and community.

E3. To help believers study and obey God’s word, I am showing others how to:
E3.1 understand the purpose of Scripture;
E3.2 use study tools to more effectively interpret biblical meanings;
E3.3 discover study methods that will help them engage in regular Bible study;
E3.4 apply biblical principles to their lives thoughtfully and faithfully;
E3.5 discern spiritual truth in a balanced manner.

E4. To help believers live a contagious, holistic Christian life, I am showing others how to:
E4.1 understand the biblical teaching to love the Lord with our heart, soul, strength, and mind;
E4.2 explain how Christ is the center of all biblical teachings;
E4.3 express Christ’s love by creatively using their talents and interests;
E4.4 apply biblical principles to every aspect of their lives—mind, body, and spirit;
E4.5 lead someone to accept and follow Christ.

E5. To help believers discern where God is working, I am showing others how to:
E5.1 pray for a clear understanding of what God wants to accomplish through them;
E5.2 recognize the work of the Holy Spirit within and around them;
E5.3 detect where God is calling them to serve;
E5.4 assess the needs of those God has called them to serve;
E5.5 evaluate the culture they are called to serve in, in order to find and reach others.

E6. To help believers use spiritual gifts to fulfill a personal call to mission and ministry, I am showing others how to:
E6.1 enter with fellow believers to confirm and refine their areas of spiritual giftedness;
E6.2 be prepared for mission and ministry by participating in training programs;
E6.3 disciple other believers in the body of Christ;
E6.4 choose and participate in ministries that use their gifts and talents;
E6.5 find ways to support Adventist mission and evangelism, ministry and education.
Clear objectives (curriculum) and ways to measure them (assessment) are like the bridge ends to which various teaching methods (instruction) can be anchored, appropriate to the setting or context. Assessment planning should precede instruction preparation.

Assessing prior learning can effectively guide the teaching-learning experience; reflecting on assessment after learning will extend learning.

The GDI can be used as a tool for both pre- and post-learning assessments, for formative and summative purposes.
1) Section 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never true</th>
<th>Seldom true</th>
<th>Sometimes true</th>
<th>Usually true</th>
<th>Almost always true</th>
<th>Always true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I know God has a special purpose for my life.</td>
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<tr>
<td>2. One way I love to learn about God is by studying the Bible.</td>
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<td>3. I feel closer to God when I'm out in nature or studying His creation.</td>
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<td>4. I show my love for my family by helping at home without being asked.</td>
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<tr>
<td>5. I enjoying worshipping with others in my church.</td>
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<td>6. The Holy Spirit prompts me to confess my sins and to make things right.</td>
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<td>7. By God's grace, I am able to forgive others who hurt me.</td>
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<tr>
<td>8. I enjoy hearing reports about God's work or mission projects around the world.</td>
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<tr>
<td>9. I am sure that whatever God asks me to do can be accomplished through His strength.</td>
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<tr>
<td>10. My best friends love God as much or more than I do.</td>
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</tbody>
</table>
### 2) Section 1 Continued

<table>
<thead>
<tr>
<th>How often is this statement true about you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. I am kind to neighbours regardless of their age, culture, or religion.</td>
</tr>
<tr>
<td>12. Spending time with Jesus helps me understand who I am and why I'm here.</td>
</tr>
<tr>
<td>13. I enjoy talking with one or more of my friends about spiritual things.</td>
</tr>
<tr>
<td>14. What I do while shopping or working shows others that honesty is important to me.</td>
</tr>
<tr>
<td>15. I am using my spiritual gifts to help tell others the story of Jesus.</td>
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<tr>
<td>16. I pray for people who don't know God yet.</td>
</tr>
<tr>
<td>17. I have helped one or more of my friends understand what God is like.</td>
</tr>
<tr>
<td>18. When I discover how God is working somewhere, I enjoy telling my friends about it.</td>
</tr>
<tr>
<td>19. I am reminded of what Jesus did to save me when I humbly take part in the communion service.</td>
</tr>
<tr>
<td>20. After I ask the Holy Spirit to lead me, I wait to hear or see what God wants me to do.</td>
</tr>
</tbody>
</table>

### 3) Section 1 Continued

<table>
<thead>
<tr>
<th>How often is this statement true about you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. I help my friends with their religious questions or struggles.</td>
</tr>
<tr>
<td>22. I volunteer to help with service projects in my community.</td>
</tr>
<tr>
<td>23. I willingly share what God gives me with others.</td>
</tr>
<tr>
<td>24. I pray for the Holy Spirit to prepare me to share the good news about God with others.</td>
</tr>
<tr>
<td>25. I have helped one or more people to grow stronger in their faith in God.</td>
</tr>
<tr>
<td>26. I encourage my friends to join me in doing what the Bible teaches, wherever we are.</td>
</tr>
<tr>
<td>27. When I notice God leading in a friend's life, I share what I observe to strengthen their faith.</td>
</tr>
<tr>
<td>28. I enjoy humbly doing my best for God in ordinary daily activities.</td>
</tr>
<tr>
<td>29. I pray for those I love, asking God to help them grow spiritually.</td>
</tr>
</tbody>
</table>
### 4) Section 1 Continued

<table>
<thead>
<tr>
<th>How often is this statement true about you?</th>
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</thead>
<tbody>
<tr>
<td>30. I choose to show respect for God's creation by recycling or reusing paper, plastics or other disposable items.</td>
</tr>
<tr>
<td>31. I support God's work by paying tithe on what I earn or am given.</td>
</tr>
<tr>
<td>32. I encourage friends to humbly honour God when praised or thanked.</td>
</tr>
<tr>
<td>33. What I watch and listen to shows others that God is important to me.</td>
</tr>
<tr>
<td>34. I invite friends to attend church or school religious activities with me.</td>
</tr>
<tr>
<td>35. I participate in activities that promote social justice or respectful care of people who are in need.</td>
</tr>
<tr>
<td>36. I enjoy giving my time to help people through my church's ministries.</td>
</tr>
<tr>
<td>37. I try to help people who are unable to care for themselves, regardless of their age, culture, or spiritual need.</td>
</tr>
<tr>
<td>38. I stand up for what is right even when my friends do not.</td>
</tr>
</tbody>
</table>

### 5) Section 1 Continued

<table>
<thead>
<tr>
<th>How often is this statement true about you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>39. I am willing to talk with people outside of my church family about my faith.</td>
</tr>
<tr>
<td>40. I prayerfully obey what I learn through Bible study even when it is difficult.</td>
</tr>
<tr>
<td>41. I encourage my friends to use their spiritual gifts to serve God.</td>
</tr>
<tr>
<td>42. The more I learn about Christ's character and mission, the more I want to be a part of God's family and work.</td>
</tr>
<tr>
<td>43. God has provided everything needed to restore people to His image when Jesus comes again.</td>
</tr>
<tr>
<td>44. I am comfortable explaining what I believe about God if when asked.</td>
</tr>
<tr>
<td>45. My faith in God shapes what is important to me.</td>
</tr>
<tr>
<td>46. Even if I don't choose to follow Jesus, God still loves me and does everything possible to save me.</td>
</tr>
<tr>
<td>47. The things I do reflect my daily commitment to live for Jesus.</td>
</tr>
</tbody>
</table>
Which ONE option best describes what you personally believe about each statement today?

48. God designed marriage and families to help me understand His love.

49. God reveals Himself as Father, Son, and Holy Spirit, a unity of three eternal Persons.

50. There is a great controversy taking place between God and Satan. It began in heaven with the rebellion of Lucifer and will continue until the end of time.

51. Before God created this earth, He made a plan to rescue people if they chose to sin.

52. The church is God's family on earth, a community of faith in which many members, all equal in Jesus, join for worship, instruction and service.

53. God, our Heavenly Father, still cares for all He created on this earth and throughout the universe.

54. The first man and woman, created as free beings in the image of God, chose to rebel against God. I have inherited their fallen nature along with all its consequences.

55. God the Son, Jesus, became truly human so He could save me from my sins.

56. God gave Ellen White prophetic messages to help the Adventist church share the truth about God.

57. God is the all-powerful source of life; He still works miracles today.

Which ONE option best describes what you personally believe about each statement today?

58. The Ten Commandments reveal God's character and design for my health and happiness.

59. Jesus' death defeated Satan; He gives me victory over sin.

60. Learning about the earthly sanctuary helps me understand why Jesus died for me and what He's doing in the heavenly sanctuary now.

61. God created the weekly seventh-day Sabbath as a time to reconnect with Him.

62. Sin damaged God's perfect creation of this earth; all of nature was affected.

63. When people die, they remain in the grave until the resurrection.

64. Those who reject God's grace will not burn forever but will be totally destroyed.

65. The end-time millennium begins with Jesus' second coming when those who accept God's grace are taken to heaven, and ends with the final destruction of those who reject God's grace.

66. Being baptized shows others that I personally accept Jesus as my Saviour and choose to follow Him daily.

67. After the millennium, God will recreate the earth as a perfect, eternal home for the saved. Sin will never exist again.
### Section 3

Which option best fits your life experience?

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Rarely</th>
<th>Not often</th>
<th>Regularly</th>
<th>Very often</th>
<th>Always or daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>68. How often have you experienced God's presence or help in your life?</td>
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<td>69. How often have you invited friends to reflect on Christ's life and teachings?</td>
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<td>70. How often have you experienced answers to prayer?</td>
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<tr>
<td>71. How often have family relationships helped you follow Jesus?</td>
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<tr>
<td>72. How do you willingly read the Bible or pray for family worship?</td>
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<td>73. How often have you encouraged younger Christians you know to live for God?</td>
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<td>74. How often have you given personal money for missions or other projects that share</td>
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<td>75. How often have you organized or led a Bible study or discussion group?</td>
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</tbody>
</table>

### Section 4

Several options may be true for you. Check ALL that apply for each item.

<table>
<thead>
<tr>
<th>Question</th>
<th>One or both parents</th>
<th>Other family members</th>
<th>One or more teachers</th>
<th>Adults in my church</th>
<th>One or more friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>76. Who has encouraged you to spend time alone with God daily?</td>
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<td></td>
</tr>
<tr>
<td>77. Who has talked with you about their faith or relationship with God?</td>
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</tr>
<tr>
<td>78. Who has helped you understand how God's Word applies today?</td>
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<td></td>
</tr>
<tr>
<td>79. Who has helped you learn how to study your Bible and pray?</td>
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<tr>
<td>80. Who has helped you learn how to resolve conflicts in a Christ-like way?</td>
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<tr>
<td>81. Who has encouraged you to tell others about Jesus and His second advent?</td>
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<tr>
<td>82. Who is helping you to understand that Jesus is the centre of all Bible truths?</td>
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<tr>
<td>83. Who is helping you to identify your spiritual gifts?</td>
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<tr>
<td>84. Where are you learning about God's work around the world? Check ALL that apply.</td>
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</tbody>
</table>
CURRENT INDIVIDUAL REPORT

• A personal report can be printed as a single page
• The Equipping section has since been simplified, removing the first summary bar graph.
• Links on the left provide an individual independently completing the GDI with prompts as to how to use the information.
• See suggested uses for teachers in the next slides
GDI INDIVIDUAL REPORT MEANING

- Means of 595 Grade 7-12 student responses are included in the following circle and bar graphs,
- Individual student reports, in this format, exclude all numbers, to focus on comparing personal strengths and growth points (rather than weaknesses).
- Reports inform and prompt personal reflection and Christian spiritual growth planning.
• Each bar represents one commitment (or objective) in the *Growing Fruitful Disciples Curriculum*, organized within the 4 processes (or goals). GDI items drew from more specific indicators so that each bar graph is a reliable measure based on 3-5 GDI items.

• The 4 processes are reported in the order corresponding to the 4MAT instructional cycle. Considering each component of holistic Christian spiritual development will assist individuals and teachers in home, church and school settings planning individual spiritual growth.
3 WAYS TO USE THE GDI IN YOUR SCHOOL

- A self-awareness activity encouraged in individual student discipling relationships
- A class activity in a Bible course
- A key component of a school-wide spiritual master plan
**INDIVIDUAL PLAN**

---

**Action! Plan to Grow Spiritually**

Choosing to follow Jesus is the first step to being a disciple. Each of us follows a unique path as God leads. Think about your Growing Disciples Inventory results. Then consider action steps to keep growing closer to Jesus.

- Plan to reflect Jesus' love using your three greatest strengths.
- Commit to growing in your three weakest areas.
- Pray for the Holy Spirit to guide you in deciding what to do and acting on your plan.
- Read the suggestions under each commitment below for ideas to get started.
- Decide on actions to take, with God's help, and fill these in below.
- Review your plan with a Christian parent, teacher, pastor or mature friend.
- Commit to following your plan; be accountable to your Christian mentor/friend.

---

**My Spiritual Growth Plan**

Name: ___________________ Date: ____________

A. I am stronger in these 2 processes: Within this process, I am strongest in these 2 commitments:

1. ____________________________ & ____________________________
2. ____________________________ & ____________________________

B. I am weaker in these 2 processes: Within this process, I am weakest in these 2 commitments:

1. ____________________________ & ____________________________
2. ____________________________ & ____________________________

C. I commit to helping others grow spiritually using my 4 strengths (see A). Here are actions I can take:

1. ________________________________________________________
2. ________________________________________________________
3. ________________________________________________________
4. ________________________________________________________

D. I commit to growing in my weakest areas (see B). Here are 4 actions I can take now:

1. ________________________________________________________
2. ________________________________________________________
3. ________________________________________________________
4. ________________________________________________________

---

**My Spiritual Growth Plan, inventory.growingdisciples.info, 2009**
USING THE GDI IN CLASS

- Formative assessment
  + teach discipleship
  + students take GDI, facilitate reflective learning
  + follow-up in instruction & individual spiritual plan

- Pre-assessment
  + students take GDI before discipleship teaching
  + teach discipleship guided by their questions

- Cumulative spiritual development reporting
  + Students take GDI annually & write a reflection paper on their spiritual journey that year for cumulative high school portfolio, and for guidance counseling
  + Students take GDI at school-determined times, to re-assess and update their personal spiritual growth plan
When students take the GDI entering a group code, a group report could be used to:

- Adjust plans for topics covered in a course
- Adjust the length of time allotted to topics
- Influence choices about assignments & service project selection
USING THE GDI SCHOOL-WIDE

- Use school-wide group report to gauge school spiritual climate
  - Include report in school evaluation
  - Inform spiritual master planning for the year – week of prayer theme, chapel topics, ministry choices, focus of camp experiences & faculty training

- Choose a specific class in which students take the GDI and build an individual spiritual plan, mentored to build skills in discipling and being discipled through the rest of their school experience. Build revisiting this plan into small group accountability or encourage advisors to monitor with advisees.

- Evaluate the scope and sequence across all Bible courses. Do they build on a discipleship model? Is there balanced experiential learning across the curriculum?

- Equip students to disciple others. Prepare students for discipleship, which encompasses evangelism. The In Step with Jesus study guides, Contagious Adventist, and Reflecting Jesus curriculum, may be helpful tools.

- Encourage staff to reflect on their personal spiritual journey by taking the GDI, and building a spiritual growth plan in a discipling relationship with a fellow teacher or other mature adult. We get what we are.
RESOURCE SUGGESTION 1

- In Step with Jesus New Member Study Guides [instepwithjesus.org]

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**Study Guide One: The Journey Begins**

The cover illustration for the first quarter’s series of studies, *The Journey Begins*, represents Jesus, standing in loving support of a group of new disciples and pointing the way into a glowing future—a radiant eternity. This image proclaims a rich hope in the world to come, but it also promises Jesus’ closest care for His disciples as they grow daily ever closer to Him. All of which suggests this question: Now that we have accepted Jesus as a Master, Teacher, Friend, and Brother, what does this mean in our everyday lives. And this is where the studies of this quarter begin. The resources on this page are provided as enrichment to the study of the printed Bible study guide “In Step With Jesus: The Journey Begins.”

1: Answering the Call of Jesus
2: The Journey Begins
3: Who Is Jesus?
4: His Own Testimony
5: My Upside-Down World
6: God’s Priorities—and Mine
7: Life as a New Disciple
8: Jesus’ Patience With His Disciples
9: The Bible as a Guide for Life
10: Authority of the Bible
11: How to Study the Bible (Part 1)
12: How to Study the Bible (Part 2)
13: Making Time for God
RESOURCE SUGGESTION 2

- Contagious Adventist pmchurch.tv/transaction.php?category=11

- **A New Year of Contagion**
  - Product Number: 010502
  - What do you want Jesus to do for you? If He is willing to do it, what could be more important than asking and trusting?
  - Free MP3 | No Study Guide
  - Quantity: 1
  - Price: 19.95
  - Add to cart

- **The Contagious Adventist**
  - Product Number: 011202
  - What does it mean to be contagious? What does it mean for God's trusting children, His friends, to be contagious? Are you contagious?
  - Free MP3 | Study Guide
  - Quantity: 1
  - Price: 19.95
  - Add to cart
RESOURCE SUGGESTION 3

- Reflecting Jesus reflectingjesus.org/curriculum/rj-curriculum

![RJ curriculum](reflectingjesus.org/curriculum/rj-curriculum)
RESOURCES

- GDI full versions
  - Online youth & adult versions growingfruitfuldisciples.com/gdi
  - Paper adult version - email glynisb@andrews.edu to pilot online Fall 2012

- GDI short versions
  - English growingfruitfuldisciples.com/gdishorte.pdf
  - Spanish growingfruitfuldisciples.com/inventario-es.pdf

- TGFD Resources
  - Frameworks growingfruitfuldisciples.com/resources-use
  - Action Plan Ideas growingfruitfuldisciples.com/action-plan
  - Plans & more growingfruitfuldisciples.com/elinks

- Publications
  - In Step with Jesus New Member Study Guides instepwithjesus.org
  - Reflecting Jesus reflectingjesus.org/curriculum/rj-curriculum
  - Contagious Adventist pmchurch.tv/transaction.php?category=11
  - Ifollow followdiscipleship.org/ & Kids in Discipleship kidsindiscipleship.org
CONTACTS

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- Kathy Beagles, TGFD team member
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  - beaglesk@andrews.edu
The following slides provide an overview of the research base for the GDI

- Research summary
- Conceptual framework & literature review
- Methodology
- Key Results
- Recommendations
- Publications
RESEARCH SUMMARY

Finding no assessment of the holistic goals for Christian spiritual development in the context of private Protestant Christian schools, the online *Growing Disciples Inventory* (GDI) was developed and validated using a mixed methods approach to educational design research. To assess the 21 factors within the 4 *Growing Disciples* curriculum processes, the GDI was constructed through iterative cycles of expert review and usability testing to a final 100-item online format, with instantly generated individual two-level graph reports. Responses from 595 students in Grades 7-12 attending Seventh-day Adventist schools on 3 continents established high reliability and moderate construct validity, confirmatory factor analysis and structural equation modeling (SEM). Analysis of emerging themes in learner open-ended responses on the 10-item exit survey, along with teacher interviews after student participation, corroborated quantitative findings, triangulating evidence for learner engagement and the positive potential for the GDI’s use to facilitate Christian spiritual development using emerging technologies.
CONCEPTUAL FRAMEWORK

• Literature from the diverse fields of curriculum and assessment, youth development, and Christian education in faith-based schools, informed the framework developed for this study.

• Recent research on religiosity and spirituality, and Christian spiritual development in particular, honed the conceptual framework situated within Adventist Christian education.

• The *Growing Disciples* 4-process model and theological foundations for the curriculum framework structured item- and scale-construction.

• Studies on online assessment, usability testing, and validation theory, guided iterative cycles of research and development, and the analysis of data for evidence of validity.
<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Educational Design Research: Mixed Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Development</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1. Alignment</strong></td>
<td>5+14 expert reviews of how well items measure framework commitments &amp; processes</td>
</tr>
<tr>
<td>To what extent are inventory items aligned to the Growing Disciples curriculum?</td>
<td>QUAN: agreement scale</td>
</tr>
<tr>
<td>i.e. Does content/curricular evidence support the GDI’s validity?</td>
<td>QUAL: email dialogue, suggested rewordings &amp; new items</td>
</tr>
<tr>
<td><strong>2. Design</strong></td>
<td>9+7 pilot studies using think-aloud protocol to improve GDI items</td>
</tr>
<tr>
<td>To what extent:</td>
<td>QUAN/QUAL: data from thought process comments &amp; research observations during piloting with learners</td>
</tr>
<tr>
<td>● is the online format intuitive?</td>
<td>QUAN/QUAL: educator interview &amp; learner exit survey data</td>
</tr>
<tr>
<td>● are items clearly worded?</td>
<td></td>
</tr>
<tr>
<td>● is length appropriate?</td>
<td></td>
</tr>
<tr>
<td>● is the report self explanatory?</td>
<td></td>
</tr>
<tr>
<td><strong>Phase 2: Validation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3. Validity</strong></td>
<td>4 constructs with 5 scales each, minimum of 410 exceeded with 595 students &amp; 9 educator participating in validation</td>
</tr>
<tr>
<td>To what extent:</td>
<td>QUAN:</td>
</tr>
<tr>
<td>● does internal consistency evidence support reliability?</td>
<td>● Item analysis: internal consistency</td>
</tr>
<tr>
<td>● does construct-related evidence support the GDI’s validity?</td>
<td>● SEM: Confirmatory factor analysis</td>
</tr>
<tr>
<td><strong>4. Consequential evidence</strong></td>
<td>QUAL: teacher exit interviews analysed</td>
</tr>
<tr>
<td>● To what extent are results consistent across grades, gender, and country?</td>
<td></td>
</tr>
<tr>
<td>● What are the value implications of GDI use, based on preliminary feedback?</td>
<td>Examine relationship by demographic characteristics:</td>
</tr>
<tr>
<td></td>
<td>QUAN: SEM and COR analysis of USA vs. international student responses, differences by grade level and gender</td>
</tr>
<tr>
<td></td>
<td>QUAL: educator and learner perceptions of utility analysed by country</td>
</tr>
</tbody>
</table>
KEY RESEARCH FINDINGS

- Cronbach’s α’s of .857 (Connecting), .917 (Understanding), .855 (Ministering) and .943 (Equipping) provided strong evidence for reliability, considering the 4 GD model processes (latent variables or factors) including 5 (6 for Equipping) subconstructs with 3+ items each.
- Moderate construct validity evident through SEM CFA model fit of $X^2(164, N=595) = 606.032, p=.000; \text{CFI} = .952; \text{RMSEA} = .067$ indicated adequate alignment of model and assessment.
- Rich qualitative student and teacher data organized by emerging themes, corroborated quantitative results, and provided preliminary positive value implications through the exit survey feedback from students and teachers observing students completing the GDI and reflecting on their instantly-generated, password-protected, online report.
RECOMMENDATIONS COMPLETED 2011

• Adjust wording on the understanding agreement scale, transform negative items to positive to reduce inconsistencies and shorten 100- to 84-item online youth version, based on internal consistency coefficients and SEM results.

• Increase number of items displayed per page, listing scale options as table columns, to reduce number of clicks and page loading time for slow internet connections

• Add individual and group account management tools for free access online
RECOMMENDATIONS IN PROCESS

- Develop and validate adult (online Sept 2012) and child online versions (2013)
- Work with translators and experts to test and launch other language versions
- Create a full 84-item paper version with self-scoring tools, and a guide for teachers
  - ready September 2012
  - email glynisb@andrews.edu if your school can help
RECOMMENDATIONS FOR FUTURE

• Test with a larger international sample to confirm generalizability
• Investigate the Growing Disciples model components with data spanning adult years using structural equation models further, particularly in the *Equipping* and *Understanding* processes
• Add group report options including aggregated responses for each item, and a summary report of scales reflecting understanding of Adventist beliefs
• Longitudinal data analysis of Christian spiritual development using data from individuals taking the GDI multiple times

CAN YOUR SCHOOL OR CHURCH HELP? Email glynisb@andrews.edu if you would be willing to participate in further studies with your school, college or church.

• [growingfruitfuldisciples.com/gdi](growingfruitfuldisciples.com/gdi) launched Oct 2011 as part of the General Conference of Seventh-day Adventists’ *Growing Fruitful Disciples* resource website


• Bradfield, G. (Summer 2012). *Journal of Adventist Education.* Using the Growing Disciples Inventory as a Tool for Christian Spiritual Development.