

*Marks of a Classical  
Lutheran Educator*

*Certification Application*

*The Consortium for Classical  
Lutheran Education*

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# *Marks of a Classical Lutheran Educator*

## *Benchmarks for Excellence*

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# INTRODUCTION

The Board of the Consortium for Classical Lutheran Education has developed the *Educator Benchmarks for Excellence* for several purposes:

- ❖ To promote among classical Lutheran educators common practice and understanding
- ❖ To gauge competency and performance of educators for evaluation purposes
- ❖ To provide a hiring tool for classical Lutheran schools
- ❖ As a means for educator self-improvement
- ❖ As a roadmap for individuals seeking to become classical Lutheran educators

The *Educator Benchmarks for Excellence* was adopted by the CCLE Board on 19 April 2013, revised 20 May 2016, and are based on the *Marks of a Classical Lutheran Educator*, adopted by the CCLE Board on 03 February 2012.

# The Consortium for Classical Lutheran Education

## Certification Process: Application

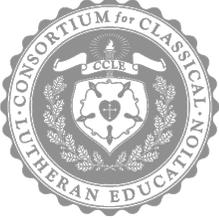
1. Read *Marks of a Classical Lutheran Educator* available on the CCLE website.
2. Read Certification Application document.
3. Complete application consisting of:
  - i. educator introduction form
  - ii. appropriate documentation for each Mark
  - iii. future learning goals and plans for Marks II & III
  - iv. application fee (\$100.00)

Items i, ii, and iii should be submitted electronically (as a zip file, portfolio, etc.) to [executive.director@ccle.org](mailto:executive.director@ccle.org). The application fee should be a check made out to CCLE and mailed to Erika Mildred CCLE Treasurer, 1304 Breanna Way, Coppell, TX 75019 or submitted through PayPal.

4. The CCLE Educator Certification Review Team (ECRT) will evaluate the application and documentation. The educator may be contacted for clarification or additional documentation; the ECRT may also request an interview (online or telephone).
5. CCLE Educator Certificates are authorized by the CCLE Board. The certificates are dated as of July 1, 20XX, and will be valid for ten years. Renewal should commence during year ten for continuous certification.
6. Once certified, the classical Lutheran educator will submit an Annual Self Report form by June 30 to the Executive Director. The renewal process in year ten consists of a renewal request form, an abbreviated (updated) portfolio, and a renewal fee of \$100.
7. Any questions about the process should be directed to [executive.director@ccle.org](mailto:executive.director@ccle.org).

## Application Components

- I. Application (Educator Certification Introduction Form)
- II. File/Portfolio of evidence (electronic is preferable)
- III. Future Goals & Plans for Mark II & III
- IV. Certification fee



## CCLE Educator Certification Introduction Form

Name:

Address:

Email address:

Phone number:

Current school position (if applicable):

Current church membership:

Please provide the following educational preparation information:

I. Undergraduate degree (institution, date, area)

II. Other educational preparation information (graduate school, colloquy, continuing education)

III. Participation in classical education events (may include publications, presentations or attendance at classical conferences or professional growth workshops, online webinars, professional reading list, etc.)

IV. Are there any additional experiences that have shaped your *praxis* in classical education?

V. Please attach your transcript and *curriculum vitae* (If a transcript is submitted for Mark II.2, it only needs to be submitted once.)

# Educator Benchmarks for Excellence

**1. The educator is a committed servant of the Word who lives, confesses, and teaches the Gospel of Jesus Christ in accord with the inspired sacred Scriptures and the confessional writings of the Evangelical Lutheran Church. He exhibits an understanding of Christian Vocation, Baptism, Catechesis, Christology, Law and Gospel, Christian Liberty, and the Two Kingdoms allowing them to shape his thinking and practice.**

1.a. The educator possesses a good content knowledge of the history and literature of the books of the Old and New Testaments and can interpret and teach them in accord with Lutheran principles of biblical interpretation.

1.a.i. The educator possesses a thorough knowledge of Biblical history and literature.

1.a.ii. The educator can articulate the plan of redemption given in the Bible.

1.a.iii. The educator can interpret the Scriptures Christocentricly.

1.a.iv. The educator understands the proper distinction between Law and Gospel.

1.b. The educator understands the Gospel of Christ Jesus as it is confessed in the ancient ecumenical creeds and the confessional writings of the Evangelical Lutheran Church.

1.b.i. The educator knows and can explain the six chief parts of Luther's *Small Catechism*.

1.b.ii. The educator understands essential doctrines of the Lutheran church (such as the relationships between sin/grace, creation/redemption, faith/works, church/ministry, Two Kingdoms, etc.).

1.b.iii. The educator can make a reasoned Scriptural apologetic in defense of the faith.

1.c. The educator has an understanding of Christian and various non-Christian worldviews and how they affect education.

1.c.i. The educator can articulate a Christian worldview.

1.c.ii. The educator can contrast a Christian worldview with non-Christian worldviews.

1.c.iii. The educator's Christian worldview is the foundation for his classroom practice.

1.d. The educator confesses and demonstrates his faith in Christ by his life, worship, and vocation.

1.d.i. The educator possesses a Lutheran understanding of worship.

1.d.ii. The educator serves Christ and his neighbor through vocation.

## Minimum Requirements to Demonstrate Mark I Proficiency

### 1. Lutheran Pastor Reference

- A letter from the candidate's Lutheran pastor that states the person is a communicant member in good standing. The letter should also speak to the candidate's understanding of the Lutheran faith. If the candidate is a pastor, the pastor should request a letter from another pastor.

### 2. Brief Essay Topics: 1 – 2 pages in length (Need to select **five** of the following below.) These essays should reflect the applicant's understanding of the topics.

- Creating and teaching the Old Testament and New Testament Christocentrically
- Integrating the Christian worldview in classroom teaching
- Catechesis
- Lutheran worship
- Vocation
- Key tenets of the Lutheran Confessions
- Outlining of the history of redemption from the promise to Adam in Genesis 3 to the fulfillment in the life, death, resurrection, and return of Christ
- The basic assumptions of non-Christian worldviews and how they compare and contrast with a Christian worldview
- The Christocentric nature of the Scriptures
- Law and Gospel
- History and Literature of the books of the Old and the New Testaments and Lutheran principles of biblical interpretation.
- The relationship of the articles of faith to each other – e.g., sin /grace, creation/redemption, faith/works, vocation, the Church/ministry, Two Kingdoms
- The nature of the apologetic task, its goals, and objectives
- Various vocations as outlined in The Table of Duties from Martin Luther's Small Catechism.
- Your confidence in the life, death, and resurrection of Jesus Christ

### 3. Educational Proficiency (Need to fulfill **one** of the following below.)

- Submit transcript to show Concordia University Lutheran teacher colloquy or successful completion of courses on Old Testament, New Testament, History of Theology, Christian Doctrine, Lutheran Confessions, Christian Worldviews (Variety of Beliefs), and Lutheran Teacher.

## OR

- Submit transcripts or evidence (non-graded work) demonstrating satisfactory completion of a minimum of equivalent courses or presentations focusing on Lutheran theology. These may be CCLE annual conferences, CCLE recorded lectures, the Concordia Institute for Christian Studies, district or church workshops, online courses or presentations, etc. Evidence of alternative training will consist of essays which present the candidate's comprehension of the theological concept or presentation.

### **Books & Resources for Achieving Proficiency in Mark I include:**

Bohlmann, Ralph. *Principles of Biblical Interpretation in the Lutheran Confessions* (Concordia Publishing House, St. Louis, MO: 1983)

Burgland, Lane. *Reading the Bible with Understanding* (Concordia Publishing House, St. Louis, MO: 2000),

*Concordia: The Lutheran Confessions* (Concordia Publishing House, St. Louis, MO: 2007)

CTCR. *Gospel and Scripture: The Interrelationship, the Materials, and Formal Principles in Lutheran Theology* (Concordia Publishing House, St. Louis, MO: 1972)

Franzmann, Martin. *The Word of the Lord Grows* (Concordia Publishing House, St. Louis, MO: 1961)

Franzmann, Werner. *Bible History Commentary – Old Testament* (Concordia Publishing House, St. Louis, MO: 1980)

----- *Bible History Commentary – New Testament* (Wisconsin Evangelical Lutheran Synod: 1980)

Harrison, Matthew. *Christ Have Mercy: How to Put Your Faith in Action* (Concordia Publishing House, St. Louis, MO: 2008)

Hein, Steven. *You Can Give An Answer: A Study in Christian Apologetics* (LC-MS Board for Evangelism: 1978)

Just, Arthur. *Heaven on Earth: The Gifts of Christ in the Divine Service* (Concordia Publishing House, St. Louis, MO: 2008)

Koehler, Edward. *A Summary of Christian Doctrine* (Concordia Publishing House, St. Louis, MO: 2006)

Korcok, Thomas *Lutheran Education* (Concordia Publishing House, St. Louis, MO: 2011)

Kurth, Edwin. *Catechetical Helps (Revised and Expanded)* (Concordia Publishing House, St. Louis, MO: 1997)

Luther, Martin. *Luther's Small Catechism with Explanation* (Concordia Publishing House, St. Louis, MO: 2008)

----- *Christian Freedom: Faith Working Through Love* (Concordia Publishing House, St. Louis, MO: 2011)

*Luther's Works, Volume 53, Liturgy and Hymns* (Concordia Publishing House, St. Louis, MO: 1965)

Maschke, Timothy. *Gathered Guests*, 2<sup>nd</sup> ed. (Concordia Publishing House, St. Louis, MO: 2009)

Maxwell, Lee. *The Altar Guild Manual: Lutheran Service Book Edition* (Concordia Publishing House, St. Louis, MO: 2008)

Mueller, Steven. *Called to Believe, Teach, and Confess* (Concordia Publishing House, St. Louis, MO: 2006)

Nagel, Norman. *Introduction to Lutheran Worship* (Concordia Publishing House, St. Louis, MO: 1982)

Noebel, David & Jeff Myers. *Understanding the Times: A Survey of Christian Worldviews* (Summit Ministries, Manitou Springs, CO; David C Cook Pub.: 2008)

Parton, Craig. *Religion on Trial* (Wipf and Stock Publishers, 2008)

----- *The Defense Never Rests 2<sup>nd</sup> Ed.* (Concordia Publishing House, St. Louis, MO: 2015)

Pless, John. *Handling the Word of Truth: Law and Gospel in the Church Today Revised* (Concordia Publishing House, St. Louis, MO: 2015)

Precht, Fred. *Lutheran Worship: History and Practice* (Concordia Publishing House, St. Louis, MO: 1994)

Roehrs, Walter. *Survey of Covenant History* (Concordia Publishing House, St. Louis, MO: 1989)

Senkbeil, Harold. *Dying to Live: The Power of Forgiveness* (Concordia Publishing House, St. Louis, MO: 1994)

Sire, James. *The Universe Next Door* (InterVarsity Press, Downers Grove, IL: 2009)

Strobel, Lee. *The Case for Christ* (Zondervan Publishing House, 2013)

*The Lutheran Service Book: LCMS* (Concordia Publishing House, St. Louis, MO: 2006)

*The Lutheran Study Bible* (Concordia Publishing House, St. Louis, MO: 2009)

Veith, Gene. *Spirituality of the Cross 2<sup>nd</sup> Ed* (Concordia Publishing House, St. Louis, MO: 2010)

----- *God at Work* (Crossways Books, Wheaton, IL: 2011)

Walther, C. F. W. *The Proper Distinction Between Law and Gospel* (Concordia Publishing House, St.

Louis, MO: 1986)

Walther, C. F. W., Condensed by Walter C. Pieper. *God's No and God's Yes: The Proper Distinction Between Law and Gospel*. (Concordia Publishing House, St. Louis, MO: 1973)

Wingren, Gustav and Rasmussen, Carl. *Luther on Vocation* (Wipf and Stock Publishers, 2004)

## **2. The educator understands and is committed to a classical approach to curriculum and educational methodology.**

2.a. The educator has an understanding of the philosophy and organization of classical education (*trivium* and *quadrivium*).

2.a.i. The educator possesses the basic language and math content knowledge.

2.a.ii. The educator plans classroom instruction to emphasize contributions of Western civilization and classical languages (i.e., Latin, Greek, Hebrew).

2.a.iii. The educator provides academically challenging content for the *trivium* and *quadrivium* for all students.

2.b. The educator practices classical educational methodology.

2.b.i. The educator utilizes methodologies at the grammar level such as direct instruction, lecture, questioning, memorization, and repetition.

2.b.ii. The educator utilizes methodologies at the logic level such as dialog and debate, guiding students to analyze contrasting viewpoints and organize information.

2.b.iii. The educator utilizes methodologies at the rhetoric level equipping students to apply knowledge and research to solve problems and to communicate effectively through writing and speech.

2.c. The educator grows in knowledge and practice of classical education.

2.c.i. The educator pursues professional development in classical education through independent study, workshops, classes, conferences, and in-service events.

2.c.ii. The educator regularly updates his classroom resources and practices to better conform to classical model.

2.c.iii. The master educator promotes classical education by mentoring and/or presenting at workshops and conferences, and working with parents, the community, etc. (classical evangelism).

## Minimum Requirements to Demonstrate Mark II Proficiency

1. Course, Unit, and Lesson Plans (Need to submit **all** of the following below.)

- Two course (trimester, semester or year) plans/outlines with syllabi for different subjects (or different components within one discipline; example: World History, American History) that demonstrate appropriate use of *Trivium* pedagogy and methodology, use of Socratic Method, use of classical resources, etc.
- Two unit plans/outlines with syllabi for different subjects (or different components within one discipline) that demonstrates appropriate use of *Trivium* pedagogy and methodology, use of Socratic Method, use of classical resources, etc.
- Five lesson plans/outlines for different subjects (or different components within one discipline) that demonstrates appropriate use of *Trivium* pedagogy and methodology, use of Socratic Method, use of classical resources, etc.

2. Educational Proficiency (Need to fulfill **one** of the following below.)

- Submit transcript from a classical higher education institution. If the institution is not a classical education institution, explain in a brief reflective essay (1-2 pages) how the institution informed your understanding of classical education (or not).

**OR**

- Select a minimum of **five** books/resources from the reading list for Mark II. Then, submit an essay (2 – 5 pages in length) on the topic: What is classical Lutheran education and why is it important? Cite from the books/resources you read, and include a bibliography.

3. Essay on Plans for Continued Growth (1 – 2 pages in length)

- What learning experiences have shaped you as a classical Lutheran educator and how do you plan to continue growing in the future.

## **Books or Resources for Achieving Proficiency in Mark II include:**

E. Christian Kopff, *The Devil Knows Latin: Why America Needs the Classical Tradition* (Wilmington, DE: Intercollegiate Studies Institute, 2001)

Association of Classical Christian Schools (ACCS) *Classis*, conferences and website

Bruce A. Kimball, *The Liberal Arts Tradition: A Documentary History* (Lanhan, MD: University Press of America, 2010)

CCLE conferences and website

CIRCE Institute conferences and website

*Classical Education Quarterly*

congregational, district, and synodical classical education programs

courses or workshops in writing, speaking, and/or rhetoric

Douglas Wilson, *Reclaiming the Lost Tools of Learning* (Wheaton, IL: Crossway, 1991).

Edward P. Corbitt, *Classical Rhetoric for the Modern Student* (New York: Oxford University Press, 1998)

Gene Veith & Andrew Kern, *Classical Education* (Washington, D. C.: Capital Research Center, 2001).

*Getting It Wrong from the Beginning: Our Progressivist Inheritance from Herbert Spencer, John Dewey, and Jean Piaget* (New Haven, CN: Yale University Press, 2002)

Henry T. Edmondson, *John Dewey & the Decline of American Education* (Wilmington, DL: Intercollegiate Studies Books, 2006)

James Sire, *The University Next Door* (Downers Grove, IL: InterVarsity Press, 2004)

James Tallmon, *Rhetoric Ring* (<http://www.rhetoricring.com>)

John Meany & Kate Shuster, *Speak Out! Debate and Public Speaking in the Middle Grades* (New York: International Debate Education Association, 2005)

Robert Littlejohn & Charles Evans, *Wisdom and Eloquence: A Christian Paradigm for Classical Learning* (Wheaton, IL: Crossway, 2006).

SCL conferences and website Society for Classical Learning

scores on seminary proficiency tests

seminary conferences

Sister Miriam Joseph, *The Trivium* (Philadelphia: Paul Dry Books, 2002)

subscriptions to professional publications

Susan Wise Bauer, *The Well Trained Mind* (New York: Norton, 2009)

*The Journal* (SCL)

Thomas Korcok, *Lutheran Education* (St. Louis: Concordia Publishing House, 2012).

Wayne C. Booth, *The Craft of Research* (Chicago: University of Chicago Press, 2008)

**3. The educator effectively performs all administrative responsibilities in his position in a timely, efficient, and professional manner.**

3.a. The educator models and fosters good order in his classroom.

3.a.i. The educator ensures his students understand and adhere to the expected standards of conduct.

3.a.ii. The educator is consistent and respectful in applying appropriate discipline in accord with established standards.

3.a.iii. The educator models a neat and orderly workspace and requires the same of his students.

3.b. The educator provides well-structured, organized class instruction in a learning environment which reflects a classical and Christian emphasis.

3.b.i. The educator creates orderly, sequential lesson plans in accordance with curriculum guides and/or scope and sequence, follows them, and gives prompt and formative feedback to student work.

3.b.ii. The educator supports structured learning by efficiently managing resources.

3.b.iii. The educator creates an aesthetic learning environment which promotes the academic nature of a classical education, reflecting what is good, true, and beautiful.

3.c. The educator fulfills all responsibilities established by proper authorities.

3.c.i. The educator complies with all school requirements and policies related to personal and professional life.

3.c.ii. The educator cooperates with administrators, board members, and pastors in the execution of his duties and conduct, including extra- or co-curricular activities included in the job description or subsequently assigned.

3.c.iii. The educator maintains current and easily accessible student records based on objective criteria.

3d. The educator communicates effectively, promptly, and professionally with those in the educational setting.

3.d.i. The educator communicates clearly when instructing students.

3.d.ii. The educator communicates promptly and professionally with parents.

3.d.iii. The educator communicates respectfully and cooperatively with other staff, administration, board members, and congregation members.

## Minimum Requirements to Demonstrate Mark III Proficiency

1. Professional Evaluations (Need to fulfill **one** of the following below.)
  - **Two** teacher evaluations from an administrator or approved evaluator at a classical Lutheran school or another classical Christian school

**OR**

  - For homeschool parents: A video recording of no fewer than **two** separate lessons with your child/children and a written self-evaluation for each lesson.
2. Educational Portfolio (Provide an explanation with samples or examples of **all** of the following below.)
  - Your approach to discipline in the classroom and how it fits with your school's philosophy on discipline.
  - Your communication with parents of students along with copies of newsletters, weekly notes, etc.
  - Your approach to grading and measuring competence along with copies of grade books (respecting student privacy needs), records, sample assessment tools, etc.
3. Essay on Plans for Continued Growth with Classroom/Student Management (1 – 2 pages in length)
  - How do you plan to grow as an educator in the arena of classroom/student management?

**Books or Resources for Achieving Proficiency for Mark III include:**

college coursework on classroom management

conference workshop or seminar on classroom management

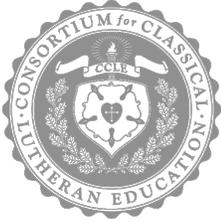
district or synodical workshop or seminar on classroom management

*Elements of Style*, White to improve quality of written communication

peer observation

*Seven Lams of Teaching*, by John Milton Gregory

*Structuring Your Classroom for Academic Success*, by Stan C. Paine



## **CCLE Educator Annual Self Report Form**

[to be submitted to CCLE Director by June 30]

**Name:**

**Address:**

**Email address:**

**Certificate number:**

**Phone number:**

**Current school position (if applicable):**

**Current church membership:**

**Please note any additional classical education experience, coursework, or activity since the previous Self Report form and provide documentation. Participation in classical education events may include publications, presentations or attendance at classical conferences or professional growth workshops, online webinars, professional reading list, etc.**

**How have you addressed your future goals and plans from your application?**