

*Marks of a Classical  
Lutheran Tutor*

*Certification Application*

*The Consortium for Classical  
Lutheran Education*

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# *Marks of a Classical Lutheran Tutor*

## *Benchmarks for Excellence*

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# INTRODUCTION

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

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

The *Tutor Benchmarks for Excellence* was adopted by the CCLE Board on February 8, 2024.

# The Consortium for Classical Lutheran Education

## Certification Process: Application

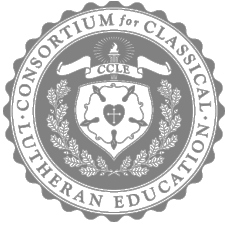
1. Read *Marks of a Classical Lutheran Tutor* available on the CCLE website.
2. Read Certification Application document.
3. Complete application consisting of:
  - i. tutor introduction form
  - ii. appropriate documentation for each Mark
  - iii. future learning goals and plans for Marks II & III
  - iv. application fee (\$200.00)

Items i, ii, and iii should be submitted electronically (as a zip file, portfolio, etc.) to [certification@ccle.org](mailto:certification@ccle.org). The application fee should be a check made out to CCLE and mailed to Rev. Steve Kieser, 735 Legend Trail, St Paul, TX 75098 or submitted through PayPal.

4. The CCLE Tutor Certification Review Team (TCRT) will evaluate the application and documentation. The applicant may be contacted for clarification or additional documentation; the CRT may also request an interview (online or telephone).
5. CCLE tutor 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 tutor will submit an Annual Self Report form by June 30 to the Director of Certification. The renewal process in year ten consists of a renewal request form, an abbreviated (updated) portfolio, and a renewal fee of \$200.
7. Any questions about the process should be directed to [certification@ccle.org](mailto:certification@ccle.org).

## Application Components

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



## CCLE Tutor Certification Introduction Form

Name:

Address:

Email address:

Phone number:

Current tutoring responsibilities (if applicable):

Current church membership:

Please provide the following educational preparation information:

- I. Educational background that prepared you to tutor in an academic area as a classical tutor:
- II. Academic areas you are prepared to tutor:
- III. Students' ages or levels which you are prepared to tutor:
- IV. Participation in classical education events (may include publications, presentations or attendance at classical conferences or professional growth workshops, online webinars, professional reading list, etc.)
- V. Are there any additional experiences that have shaped your *praxis* in classical education?
- VI. Please attach your transcript and *curriculum vitae* (If a transcript is submitted for Mark II.3, it only needs to be submitted once.)

## Tutor Benchmark for Excellence

1. **The tutor 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.**
  - 1a. 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.
    - 1ai. The tutor 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.
    - 1aii. The tutor can articulate the plan of redemption given in the Bible.
    - 1aiii. The tutor can interpret the Scriptures Christocentrically.
    - 1aiv. The tutor understands the proper distinction between Law and Gospel.
  - 1b. The tutor understands the Gospel of Christ Jesus as it is confessed in the ancient ecumenical creeds and the confessional writings of the Evangelical Lutheran Church.
    - 1b.i. The tutor knows and can explain the six chief parts of Luther's *Small Catechism*.
    - 1b.ii. The tutor understands essential doctrines of the Lutheran church (such as the relationships between sin/grace, creation/redemption, faith/works, church/ministry, Two Kingdoms, etc.).
    - 1b.iii. The tutor can make a reasoned Scriptural apologetic in defense of the faith.
  - 1c. The tutor has an understanding of Christian and various non-Christian worldviews and how they affect education.
    - 1c.i. The tutor can articulate a Christian worldview.
    - 1c.ii. The tutor can contrast a Christian worldview with non-Christian worldviews.
    - 1c.iii. The tutor's Christian worldview is the foundation for his tutoring practice.
  - 1d. The tutor confesses and demonstrates his faith in Christ by his life, worship, and vocation.
    - 1d.i. The tutor possesses a Lutheran understanding of worship.
    - 1d.ii. The tutor 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. FIVE ESSAYS: 2 pages in length minimum (Need to select **at least one** from each of the groups below. These essays should reflect the applicant's understanding of the topics.

ALL ESSAYS FORMAT: double-spaced, documented references

Biblical Knowledge and Interpretation (minimum one)
<ul style="list-style-type: none"><li>● Creating and Teaching the Old Testament and New Testament Christocentrically</li><li>● Outline the History of Redemption from Genesis to Revelation</li><li>● The Christocentric Nature of the Scriptures</li><li>● The Proper Distinction Between Law and Gospel</li><li>● History and Literature of the Books of the Old and New Testaments</li><li>● Your Confidence in the Life, Death, and Resurrection of Jesus Christ</li></ul>

Lutheran Confessions and Distinctives (minimum one)
<ul style="list-style-type: none"><li>● Role of Catechesis for Lutherans</li><li>● Lutheran Worship</li><li>● Vocation</li><li>● Key Tenets of the Lutheran Confessions</li><li>● Lutheran Principles of Biblical Interpretation</li><li>● The Relationship of the Articles of Faith to Each Other—e.g., sin/grace, creation/redemption, faith/works, vocation, the Church/ministry, Two Kingdoms</li><li>● Various Vocations as Outlined in The Table of Duties from the Small Catechism</li></ul>

The Life of Faith in Teaching (minimum one)
<ul style="list-style-type: none"><li>● The Christian Worldview as the Foundation for Christian Teaching</li><li>● The Basic Assumptions of Non-Christian Worldviews and How They Compare and Contrast with a Christian Worldview</li><li>● Application of Law and Gospel in the Classical Lutheran School</li><li>● The Nature of the Apologetic Tasks, Its Goals and Objectives</li></ul>

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

- Submit classical high school transcript to show successful completion of 6 courses on Old Testament, New Testament, History of Theology, Christian Doctrine, Lutheran Confessions, and Christian Worldviews (Variety of Beliefs).

**OR**



- Submit certificates or evidence (non-graded work) demonstrating satisfactory completion of a minimum of equivalent studies or presentations focusing on Lutheran theology. These may be CCLE annual conferences (CEUs), CCLE recorded lectures, district, school, 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.

The submission of this educational proficiency also applies to Mark II.3.

## **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)

Coupland, Daniel. *Tried & True: A Primer on Sound Pedagogy* (Hillsdale College Press, Hillsdale MI: 2022)

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)

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

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

Korcok, Thomas. *Serpents in the Classroom: The Poisoning of Modern Education and How the Church Can Cure It.* (New Reformation Press, Irvine, CA: 2022)

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)

Pless, John. *Praying Luther's Small Catechism*. (Concordia Publishing House, St. Louis, MO: 2016)

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

Rochrs, 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)

## Tutor Benchmark for Excellence

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

2.a. The tutor has an understanding of the philosophy and organization of classical education (the liberal arts, *trivium*, and *quadrivium*).

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

2.a.ii. The tutor supports classroom instruction emphasizing contributions of Western civilization and classical languages (i.e., Latin, Greek, Hebrew).

2.a.iii. The tutor provides support for the academically challenging *trivium* and *quadrivium* content of his students.

2.b. The tutor understands and practices classical educational methodology.

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

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

2.b.iii. The tutor 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 tutor grows in knowledge, experience, and practice of classical education.

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

2.c.ii. The tutor regularly updates his resources and practices to better conform to classical models and further education.

2.c.iii. The master tutor 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. Plans to Tutor in identified areas (Tutor Certification Introduction Form) with an individual student. Need to submit **all three** of the following:

- a. a 60 minute tutoring session plan on one academic area for a challenged student
- b. a 60 minute tutoring session plan on one academic area for an average student
- c. a 60 minute tutoring session plan on one academic area for an excellent student

These plans must contain the truth statements/concepts covered, the type of activity (grammar, logic, or rhetoric level), the amount of time per activity, and skills to be learned, strengthened, or increased.

2. Plans to support a classroom teacher in both one-on-one and small groups in identified tutoring areas. Need to submit **all three** of the following:

- a. a 30 minute tutoring support session for a lower level (younger) small group (3-6 students)
- b. a 30 minute tutoring support session for a middle level (intermediate age) small group (3-6 students)
- c. a 30 minute tutoring support session for an upper level (older) small group (3-6 students)

These plans must contain the classroom teacher's lesson plan with learning support directions and how the tutor is to support the students' skills to be learned, strengthened, or increased (what does the teacher want the tutor to do).

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

- Submit transcript from a secondary education institution (This is the same documentation required for Mark I.3).
- Reflect in a brief essay how your secondary (and post-secondary, if any) education 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.

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

- How do you plan to improve your knowledge of classical content in your academic area(s), classical educational philosophy, and praxis?

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

Augustine, *On Christian Teaching*. (Oxford: Oxford University Press, 2008)

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

Becky S. Peters, *Building Faith One Child at a Time* (St Louis, MO: Concordia Publishing House, 2016)

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

Daniel Coupland, *Tried & True: A Primer on Sound Pedagogy*. (Hillsdale, MI: Hillsdale College Press, 2022)

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

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

Edward Koehler, *A Christian Pedagogy*. (St. Louis, MO: Concordia Publishing House, 1930)

Gene Veith & Andrew Kern, *Classical Education, 1<sup>st</sup> ed.* (Washington, D. C.: Capital Research Center, 2001).

Kieran Egan, *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)

Kevin Clark & Ravi Jain, *The Liberal Arts Tradition: A Philosophy of Christian Classical Education*. (Camp Hill, PA: Classical Academic Press, 2013)

Lewis Spitz & Barbara Sher Tinsley, *Johann Sturm on Education* (St. Louis, MO: Concordia Publishing House, 1995)

Philip Melancthon, *Orations on Philosophy and Education*. (Cambridge University Press, Cambridge: 1999)

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)



## **Tutor Benchmark for Excellence**

### **3. The tutor effectively performs all educational responsibilities in his position in a timely, efficient, and professional manner.**

- 3.a. The tutor models and fosters good order in his tutoring sessions and environment.
  - 3.a.i. The tutor ensures his students understand and adhere to the expected standards of conduct.
  - 3.a.ii. The tutor is consistent and respectful in applying appropriate discipline in accord with established standards.
  - 3.a.iii. The tutor models a neat and orderly workspace and requires the same of his students.
- 3.b. The tutor provides well-structured, organized instructional support which reflects a classical and Lutheran emphasis.
  - 3.b.i. The tutor creates orderly, sequential support plans in the areas the student requires, follows them, and gives prompt and formative feedback to student work.
- 3.c. The tutor fulfills all responsibilities established by proper authorities.
  - 3.c.i. The tutor complies with all school requirements and policies related to personal and professional life.
  - 3.c.ii. The tutor cooperates with administrators, teachers, and parents in the execution of his duties and conduct as assigned.
  - 3.c.iii. The tutor maintains current and easily accessible student records for school, student, and parent communications.
- 3d. The tutor communicates effectively, promptly, and professionally with those in the educational setting.
  - 3.d.i. The tutor communicates clearly when instructing students.
  - 3.d.ii. The tutor communicates promptly and professionally with parents.
  - 3.d.iii. The tutor communicates respectfully and cooperatively with teachers, students, and parents.

### **Minimum Requirements to Demonstrate Mark III Proficiency**

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

**OR**

- For homeschool tutors: A video recording of no fewer than **two** separate lessons with your student(s) and a written self-evaluation for each session.
2. Educational Portfolio (Provide an explanation with samples or examples of **both** of the following below.)
    - Your approach to discipline in the tutoring session and how it fits with your philosophy on discipline
    - Your communication with supervising teachers/parents along with copies of student progress notes for parents, etc.

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

*A Christian Pedagogy*, by Edward Koehler, Concordia Publishing House, 1930

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

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

*Seven Laws of Teaching*, by John Milton Gregory



## **CCLE Tutor 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?**