



*Marks of a Classical
and Lutheran Educator*

*Educator BenchMarks
for Excellence*

*The Consortium for Classical
and Lutheran Education*

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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 revised by the CCLE Board on 20 June 2014 and are based on the *Marks of a Classical and Lutheran Educator*, adopted by the CCLE Board on 03 February 2012.

The Consortium for Classical and Lutheran Education

Marks of a Classical and Lutheran Educator BenchMarks

Educator Certification Process:

1. Read *Marks of a Classical and Lutheran Educator* available on the CCLE website.
2. Review *Educator BenchMarks for Excellence*.
3. Complete application consisting of:
 - i. educator certification, benchmarks, and evidence template
 - ii. appropriate documentation (portfolio, electronic files)
 - iii. self-evaluation of documentation template
 - iv. future learning goals and plans template
 - v. application fee (\$100.00)

Items i, ii, iii, and iv should be submitted electronically (as a zip file, portfolio, etc.) to executive.director@cclle.org. The application fee should be mailed to CCLE Treasurer, 5800 Westheimer Road, Houston, TX 77057-5617 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.
5. CCLE Educator Certificates are authorized by the CCLE Board. The certificates are dated as of July 1, 20XX, and will be valid for five years. Renewal should commence during year five for continuous certification.
6. The renewal process requires a completed renewal request form, an updated document portfolio, and a renewal fee of \$100.00.

Application

- I. Application template
- II. File(s)/Portfolio of evidence
- III. Self-Evaluation template
- IV. Future Goals & Plans template
- V. Certification fee

Educator Marks for Excellence

1. The educator demonstrates an understanding of and commitment to Lutheran doctrine.

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 1 Proficiency

1. Lutheran Pastor Reference (Need to fulfill **one** of the following below.)
 - 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.

OR

- Installation and Ordination as a Lutheran pastor
2. Brief Essay Topics: 1 – 2 pages in length (Need to select **five** of the following below.)
 - 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 Concordia seminary transcript or Concordia University Lutheran teacher program or colloquy transcripts

OR

- Submit transcripts or evidence demonstrating attendance and satisfactory completion of a minimum of five different courses from The Concordia Institute for Christian Studies, CCLE three-day theology sessions, or other higher education course work successfully completed in the area of Lutheran theology

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 2 Proficiency

1. Course, Unit, and Lesson Plans (Need to submit **all** of the following below.)
 - Two course (semester or year) plans/outlines with syllabi for different subjects that demonstrates 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 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 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.

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.

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 3 Proficiency

1. Professional Evaluations (Need to fulfill **one** of the following below.)

- **Two** teacher evaluations from an administrator at a classical Lutheran 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 Praxis (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. (homeschool educators may omit this)
- Your approach to grading and measuring competence along with copies of grade books, 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 management or student management?

Books, Organizations, and Resources for Achieving Proficiency for Benchmarks include:

Books, Journals, Essays:

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

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

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

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

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

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

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

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

Luther, Martin. "Exhortation to the Councilmen that they establish and maintain Christian schools."
"Sermon on Keeping Children in School."

Sayers, Dorothy L. "The Lost Tools of Learning." Available online.

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

Swope, Cheryl. *Simply Classical: A Beautiful Education for Any Child* (Louisville, KY: Memoria Press, 2013).

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

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

Organizations:

Association of Classical Christian Schools (ACCS); conferences, courses, website

CIRCE Institute; conferences, workshops, website, publications

Consortium of Classical Lutheran Education (CCLE); conferences, website, publications (*Classical Education Quarterly*)

Society for Classical Learning (SCL); conferences, *The Journal*, website

District, Synodical, or other Lutheran Programs:

Concordia Institute for Christian Studies

Concordia University system academic and/or colloquy programs

The Institute for Apologetics, Evangelism, & Human Rights

Seminary conferences

Curricular and Classroom Management Materials:

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

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

Gregory, John Milton. *The Seven Laws of Teaching*. Available online

Heine, Melinda & Swope, Cheryl. *Resources for Classical and Lutheran Education* (CCLE Press, 2011).

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

Paine, Stan C. *Structuring Your Classroom for Academic Success* (Research Press, 1988).

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

Strunk & White. *Elements of Style* (New York: Harcourt, Brace, & Company, 2011).