

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.

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 age-appropriate 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).

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.