

*Marks of a Classical  
Lutheran School Administrator*

*Certification Application*

*Consortium for Classical  
Lutheran Education*

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# *Marks of a Classical Lutheran School Administrator*

## *Benchmarks for Excellence*

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# INTRODUCTION

The Board of the Consortium for Classical Lutheran Education has developed the *Marks of a Classical Lutheran School Administrator Certification Application* for several purposes:

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

The *Administrator Benchmarks for Excellence* was adopted by the CCLE Board on 20 September 2016, and are based on the *Marks of a Classical Lutheran Administrator*, adopted by the CCLE Board on 20 September 2016.

# Consortium for Classical Lutheran Education

## Certification Process: Application

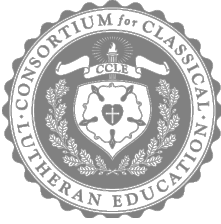
1. Read *Marks of a Classical Lutheran School Administrator* available on the CCLE website.
2. Read Administrator Certification Application document.
3. Complete application consisting of:
  - i. administrator introduction form
  - ii. appropriate documentation for each Mark
  - iii. future learning 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, electronic files, portfolio, etc.) to [certification@cclle.org](mailto:certification@cclle.org). The application fee should be mailed to Rev. Kieser, 1701 E. Park Blvd., Plano, TX 75074 or submitted through PayPal.

4. The CCLE Administrator Certification Review Team (ACRT) will evaluate the application and documentation. The administrator may be contacted for clarification or additional documentation; the ACRT may also request an interview (online or telephone).
5. CCLE 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 administrator 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@cclle.org](mailto:certification@cclle.org).

## Application Components

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



## CCLE Administrator 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 leadership?

V. Please attach your transcript and *curriculum vitae*.

## Administrator Benchmarks for Excellence

**1. The administrator 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 administrator 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 administrator possesses a thorough knowledge of Biblical history and literature.

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

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

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

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

1.b.ii. The administrator 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 administrator can make a reasoned Scriptural apologetic in defense of the faith.

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

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

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

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

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

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

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

## Minimum Requirements to Demonstrate Mark I Proficiency

### 1. Lutheran Pastor Reference

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

### 2. SEVEN ESSAYS: 1 – 2 pages in length (Need to select **seven** of the following below, minimum two per group). These essays should reflect the applicant's understanding of the topics. ALL ESSAYS FORMAT: double-spaced, documented references

Biblical Knowledge and Interpretation (minimum two)
<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 two)
<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 two)
<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>



## **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* 2<sup>nd</sup> ed. (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* (Wisconsin Evangelical Lutheran Synod: 1980)

---- *Bible History Commentary – New Testament* (Wisconsin Evangelical Lutheran Synod: 1989)

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

Hein, Steven. *A Study in Christian Apologetics: You Can Give An Answer* (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)

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.: 2015)

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* 5<sup>th</sup> ed. (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* 3<sup>rd</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 & Stock Publishers, 2004)

## **2. The administrator is knowledgeable and committed to a classical approach to curriculum and educational methodology.**

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

2.a.i. The administrator possesses the basic classical education language and math content knowledge.

2.a.ii. The administrator organizes classroom curriculum to emphasize contributions of Western civilization and classical languages (i.e., Latin, Greek, Hebrew).

2.a.iii. The administrator ensures academically challenging curriculum for the *trivium* and *quadrivium* for all students.

2.b. The administrator practices classical educational methodology when necessary.

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

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

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

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

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

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

2.c.iii. The master administrator 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. Overview of School's Classical Curricular Organization

- Essay, narrative report, or curriculum flowchart explaining the classical curricular organization of the school by grade level in reading, spelling, vocabulary, writing, Latin, mathematics, history, science, geography, literature, music, art, physical education, and theology
- Essay explaining the classical instructional strategies by grade level using specific assignments as examples
- Essay detailing the administrator's role in supporting the professional development of classical faculty and providing classical resources and support

### 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 administrator and how do you plan to continue growing in the future?

## **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, *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)

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

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 Universe 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)

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

3.a. The administrator models positive/strong leadership and fosters good order in his school.

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

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

3.a.iii. The administrator models a neat and orderly workspace and requires the same of his faculty and staff.

3.b. The administrator maintains a well-structured, organized curriculum in a learning environment which reflects a classical and Christian emphasis.

3.b.i. The administrator collects orderly, sequential lesson plans in accordance with curriculum guides and/or scope and sequence, monitors them, and gives prompt and formative feedback to faculty.

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

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

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

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

3.c.ii. The administrator cooperates with board members and pastors in the execution of duties and conduct included in the job description or subsequently assigned.

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

3d. The administrator communicates effectively, promptly, and professionally with those in the educational setting and community-at-large.

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

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

3.d.iii. The administrator communicates respectfully and cooperatively with other staff, administration, board members, congregation members, and community-at-large.



## Minimum Requirements to Demonstrate Mark III Proficiency

1. Professional Evaluations (CCLE or other evaluation forms)
  - Two observations or evaluations from the Board or other administrator at a classical Lutheran school
  - Evaluation of administrator by faculty
  - Evaluation of administrator by parents and students
  - Description and self-evaluation of administrative gifts and talents
  
2. Administrative Portfolio (Provide an explanation with samples or examples of **all** of the following below.)
  - Your communication with parents of students along with copies of newsletters, weekly notes, etc.
  - Your approach to leading and fostering faculty growth along with examples of faculty meetings, professional development (workshops, seminars, etc.)
  
3. Essay on Plans for Continued Growth within the scope of administrative duties (1 – 2 pages in length)
  - How do you plan to grow as an administrator in your school?

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

Not all leadership books listed ascribe to the Lutheran worldview and/or a classical approach to education. They are intended to provide insights into organizational and personal leadership, not all of which may apply to classical Lutheran schools.

*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

*Seven Laws of Teaching*, by John Milton Gregory (free online; CreateSpace Independent Publishing Platform, 2011)

*Structuring Your Classroom for Academic Success*, by Stan C. Paine (Research Press, 1983)

*Developing the Leader within You* by John Maxwell (Thomas Nelson: 2005)

*17 Essential Qualities of a Team Player* by John Maxwell (Thomas Nelson: 2006)

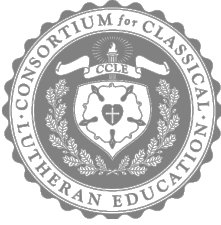
*7 Habits of Highly Effective People* by Steven Covey (Simon & Schuster: 2013)

*Ordering Your Private World* by Gordon MacDonald (Thomas Nelson: 2007)

*Feed My Lambs* by Ervin F. Henkelmann (Concordia Publishing House: 1993)

*Enlightened Leadership* by Ed Oakley & Doug Krug (Enlightened Leadership Publications: 2011)

*Go and Make Disciples* by Jane Fryar (Concordia Publishing House: 1992)



## **CCLE Administrator 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?**