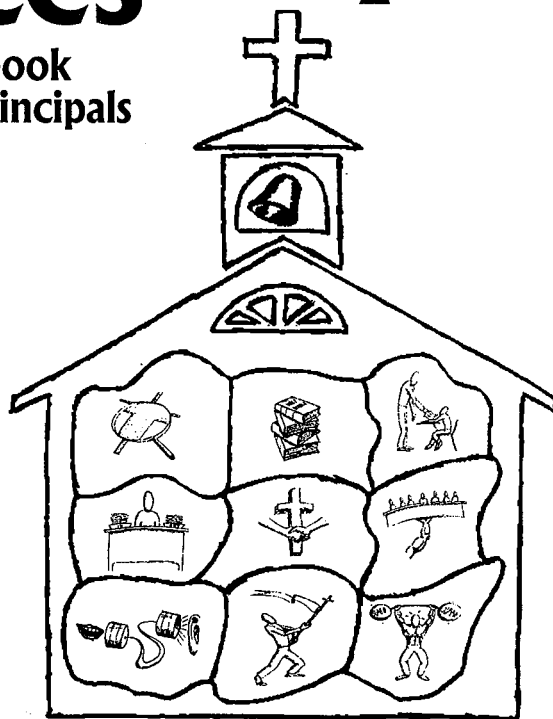


# Making the Pieces **FIT**

A Resourcebook  
for WELS Principals



Allen Rosenthal  
**Project Director**

Dr. Daniel Schmeling  
**Administrator**

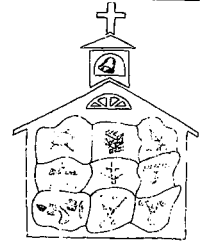
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## Introduction

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We are at a time of crisis! The effective administration of WELS schools is more important than ever because quality Lutheran schools are more important than ever. Never has it been more important to center the lives of children and their families around the cross of Christ.

In his grace and wisdom, God gave me the honor and privilege to teach children and young people the message of his love through Jesus Christ. He also gave me the opportunity to serve as an elementary and high school principal. At times, I felt overwhelmed by the tasks and responsibilities of being both a teacher and a principal.

Over the years, the role and the responsibilities of the WELS elementary school principal have become greater. Some congregations have recognized this by providing resources and time for the administration of the school. Many have not. As a result, some principal-teachers have left the principal's office and devoted themselves fully to teaching children.

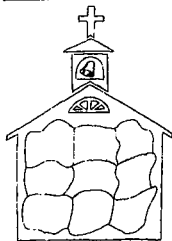
*Making the Pieces Fit*, a resourcebook for WELS principals, will not give you more time to administer your schools. It will help you make better use of your time by providing suggestions and resources that have been time-tested by experienced WELS principals in a variety of situations. It puts the pieces of the principal's responsibilities together in a meaningful way.

The variety of authors brings a rich variety of styles and ideas. We begin by focusing on Christ—for that is the heart and soul of life in a Lutheran school. We proceed with suggestions for the development of the school's curriculum, the supervision of instruction, the administration of the principal's office, the promotion of the school, and the other tasks the principal faces daily.

*Making the Pieces Fit* is intended to be a resourcebook, not a recipe book. It brings into one place over 200 years of experience in administering WELS elementary and secondary schools. No one principal would be able to incorporate all the ideas in one school. You will pick and choose those that best fit your ministry. You will modify and add some of your own.

# Principal's Resourcebook

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- ☞ Space is provided for your notes and comments.
- ☞ A loose-leaf format enables you to add more resources.
- ☞ Cross references call your attention to similar topics discussed elsewhere.
- ☞ Samples at the end of each chapter include forms you may copy or modify.
- ☞ A computer disk enables you to personalize forms and documents.

Although the responsibilities of the WELS principal have changed, the focus of our ministry remains constant. Our mission and ministry is focused on Jesus Christ. It has been said of one experienced WELS principal: *He saw the cross in everything he did.* May that be the measure of all that we do as leaders of WELS schools.

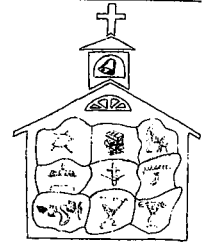
**To that end ... *TO GOD ALONE BE THE GLORY!***

Dr. Daniel M. Schmeling  
Administrator, Commission on Parish Schools  
1999

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## **In Appreciation**

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*I wish to express my sincere appreciation to those who made this publication possible.*

### **Project Director**

Al Rosenthal, retired superintendent of the Sun Prairie WI School District and member of the Western Wisconsin District Parish Schools Committee, served as the Project Director. He effectively and efficiently guided the production and publication of this resourcebook from its conceptualization to its distribution. Without his leadership, this project would have remained an unaccomplished vision.

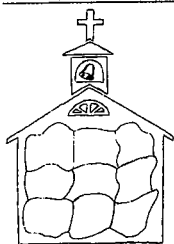
### **Concept Development**

Thirteen experienced elementary school principals worked together to identify the roles and responsibilities of WELS elementary school principals today. Their work provided the concepts for the chapters and an outline of topics for the authors. They also provided direction in determining the format that would best meet the needs of our principals. These men developed the concept for *Making the Pieces Fit*:

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- Jim Moeller, Principal  
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# Principal's Resourcebook

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The quality and value of a resourcebook are directly related to the quality of experiences and expertise of those who provide those resources. Nine experienced elementary and secondary school principals with a cumulative experience of over 200 years volunteered their time to share resources with us. We are deeply indebted to the following men for their work on our behalf:

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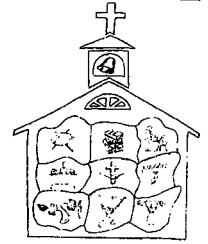
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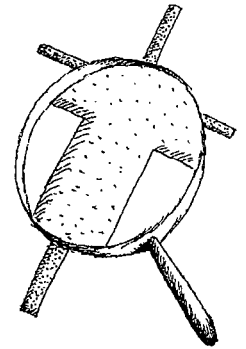
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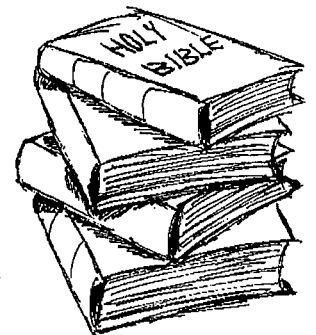
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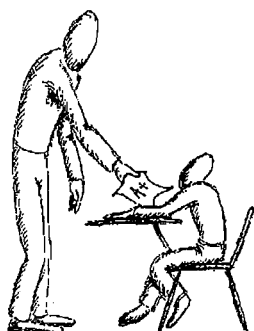
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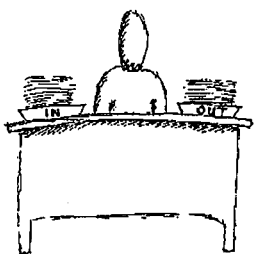
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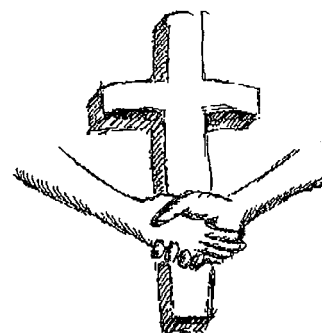


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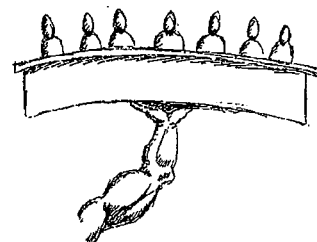
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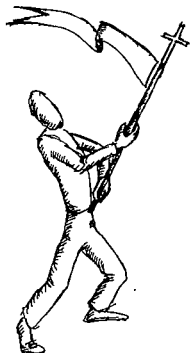
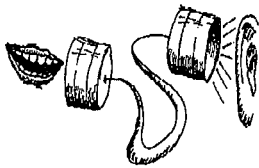
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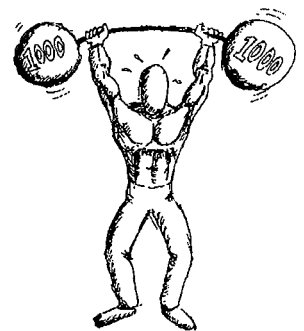
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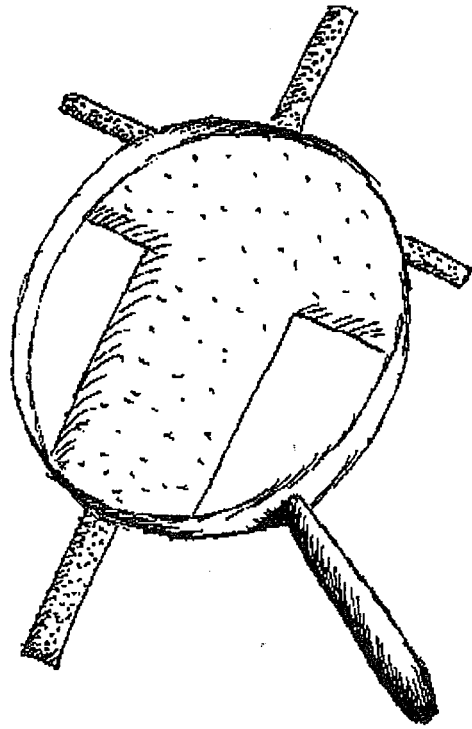


# Chapter 1

# Focus

on

# Christ









## 1A The Lutheran School Culture: Focused on Christ

The Lutheran school is a microcosm of the holy Christian Church. As the worship of Jesus Christ is at the center of all activity in the body of believers, so it is also the heart and soul of life in a Lutheran school.

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Our Lutheran schools are God-focused, Spirit-filled communities of people who believe in Jesus as their Lord and Savior. People who

**The Lutheran school is a microcosm of the holy Christian church.**

believe in Jesus behave differently. They devote themselves to glorifying God and serving others. They are motivated by love for God and others. Through faith in Jesus they are equipped for every kind of good work. They focus on things eternal rather than things temporal. They contribute to making their school a caring Christian community whose culture is distinctively Christian.

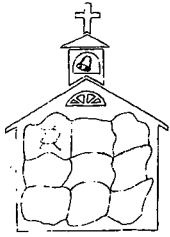
A Lutheran school community is filled with a diversity of people who make their community exciting, challenging, interesting, and nurturing:

- Four-year-old preschoolers to eighty-year-old grandparents
- Nuclear, extended, single-parent, and blended families
- Gifted students and struggling students
- People with mature faith and people with weaker faith
- People of various ethnic origins, political beliefs, and socio-economic levels

It's a diverse group of people, indeed, but a people bonded together through their belief in God, love for Christ, and desire to train their children in a Lutheran school.

A Christ-focused school culture has several identifying marks:

- The **relationships** among the school community members are agape-motivated. The members commit themselves to helping each other—especially their children—fully understand who



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they are in Christ and where they are going. They make a commitment to the development and care of every member's key relationships: with Christ, with family members, and with one another. They accept one another's differences, are thankful for one another's gifts, and respect one another's ideas, which results in members growing in self-respect and respect for each other. The spiritual welfare of one another is the motivation for words and actions, and Christ-like love flourishes in that school community.

- ☒ The members of a Christian school commit themselves to ongoing **spiritual growth**. This fundamental characteristic of the Christian school makes it distinctly different from any other school. Christian schools treasure the Holy Bible—God's infallible Word—and use it daily for worshiping the Triune God, teaching content, making decisions, guiding behaviors, and counseling and encouraging those in need. Members make spiritual growth their highest priority, engaging in personal Bible study and small- and large-group studies and worship services. They first seek God and his righteousness, and trust that he will provide for all their needs according to his good and gracious will.
- ☒ The school's **appearance**, its cleanliness and attractiveness, reflects good stewardship of God's gifts and pride of ownership. The school's physical environment is often a factor in someone's decision to join that school community. A building that is warm, welcoming, and filled with Christian images and visual statements powerfully communicates to people that this school is a good place to learn and grow.
- ☒ The school's **prevailing atmosphere**—its tone, mood, or spirit—is encouraging, not discouraging. It nurtures, not inhibits, the life and activity of all in the school. As people enter the school building, they sense this positive atmosphere almost immediately.
- ☒ The school's **words** define its Christian culture—the words that clearly express the purpose and mission of the school, the words believers use to worship God and to proclaim the sin and grace message in chapel services and devotions, the words

The members  
of a Christian  
school commit  
themselves to  
ongoing  
spiritual  
growth.



teachers use to communicate with parents and others, the words teachers use in the classrooms, the words students use in the hallways and on the playground, the words people use when they disagree on an issue, the words children sing at a Sunday morning service.

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## **1B The Fundamental Role of the Principal in a Lutheran School Community**

The principal is the key leader of the Lutheran school community. He must possess the vision, the faith, the servant mind-set, and the leadership skills to empower people to build and improve their school so that its mission and culture focus on serving Christ and others.

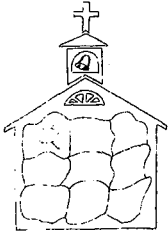
The effective principal understands the importance of the defining aspects of the Christian school culture, as identified in the previous section. He further understands that the school's curriculum and instruction, co-curricular activities, management and discipline, promotion, and stewardship of resources are ultimately his responsibilities. In order to fulfill these responsibilities most effectively, he engages in ongoing professional growth.

**The wise principal understands that he is the spiritual leader of his school's ministry.**

The wise principal understands that the most innovative of curricula is worthless if it doesn't support the school's mission. He believes that truly effective instruction always teaches from a Scriptural perspective and uses the "teachable moments" that daily occur in classrooms to apply God's Word to the students' lives.

### *DEVELOPING CURRICULUM: CHAPTER 2*

The wise principal encourages co-curricular activities as opportunities to develop non-academic gifts and cultivate Christian virtues such as patience, perseverance, and selflessness. He promotes and practices good discipline, the well-balanced application of law and gospel. He views the school as a gift from God. He promotes the school as an institution of high-quality education and, more important, as a ministry where spiritual nurturing and faith-building are emphasized.



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The wise principal understands that he is, first and foremost, the spiritual leader of his school's ministry. He makes his personal spiritual growth the priority of his life, for the spiritual leader must remain strong in faith and uplifted in spirit. He prays daily, seeking guidance, wisdom, and strength to fulfill his duties faithfully.

The faithful principal works hard each day, achieves as much as his gifts and wisely-used time allow, and ends the day by asking God to bless his efforts, to forgive his sins, and to give more opportunities for service tomorrow. He also fully understands that, by himself, he is not able to fulfill the array of duties assigned to his position. Consequently, he delegates duties to those qualified people the Lord has placed in his life.

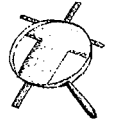
The Lord is good to his people, specifically to our Lutheran school communities. He provides these school communities with principals who are effective, wise, and faithful. God be praised for providing such servants.

## 1C The Principal and His Co-Workers

The principal understands that his co-workers are his primary partners in carrying out the ministry of the school. They are fellow servants who look to him for spiritual and professional leadership. They possess spiritual gifts and have achieved expertise in professional areas that can enrich and energize the school's ministry.

The principal has the exciting challenge of providing his co-workers with the encouragement and opportunities to develop and use their respective gifts in service to the Lord. A vibrant and committed staff does not just happen. The principal must actively address the following factors—which are explained more fully in sections 1D, 1E, 1F, 1G, 1H, 1I, 1J, and 1K—to promote a joyful, servant-minded, and team-oriented attitude toward ministry:

- ☛ Help his co-workers understand the divine call they have received
- ☛ Help his co-workers understand the fundamental responsibilities of a Christian teacher



- ✦ Provide his co-workers with continual opportunities for spiritual growth by means of God's Word
- ✦ Focus his co-workers on the purpose of their ministry and the blessings that result from their commitment to this purpose
- ✦ Encourage and, if necessary, tutor his co-workers in planning and teaching lessons that integrate Scriptural applications in a natural and effective way
- ✦ Communicate to his co-workers—more by actions than words—that he values them as sisters and brothers in Christ and is committed to their spiritual and professional growth
- ✦ Assess his co-workers' physical and emotional health and respond with the appropriate support when it is needed
- ✦ Organize activities for fellowship and celebration throughout the school year to maintain the bonds of Christian friendship among co-workers

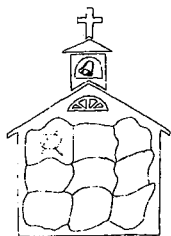
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Indeed, the care and support of his co-workers demand significant investments of a principal's time and energy, but these investments are well worth it! His teachers and staff will make or break the ministry of the school. The principal's planning and work will be greatly diminished if his co-workers are not spiritually alive and growing, supportive of the school's mission, committed to a team-ministry approach, and filled with personal joy in their calling and responsibilities as Christian teachers. By the grace of God, a school served by such people thrives.

### 1D The Divine Call

All Christians belong to the priesthood of believers. They have the commission to teach God's Word, use the Ministry of the Keys, admonish and comfort one another with the Word of God. However, not every Christian is a *public minister* of the Word.

God established the office of the public ministry. It is a public ministry because the public minister administers the Office of the Keys by the command of God and in the name of the calling body. Though God established the office of the public ministry, he did not specify the exact form of this office. He recognized that the office would take various forms. Thus, Christians have the liberty to define the scope



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and responsibilities of their public ministers as the needs of a ministry determine and as God provides the gifts.

God calls his servants into the public ministry. During the Old Testament, he called prophets directly to publicly preach his Word. After the establishment of the New Testament Church, he called public ministers indirectly through the church. These calls are divine even though they are issued indirectly by God through the congregations.

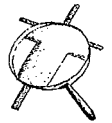
God gives the Ministry of the Keys to his believers on earth. A group of believers has the right to call men and women into the public ministry. A call issued by such a group is valid before God. The call remains valid even if a body of believers commit this duty of calling to a smaller group within this full body of believers, such as a Church Council or Board of Education.

God calls public ministers to a solemn responsibility—preaching and teaching his Word. They do the one work that will never pass away. God uses them to edify that part of the body of Christ entrusted to their care. They work with the assurance that God will use their ministry efforts to accomplish his desires and purposes. They take God at his Word when he promises to be with them to the very end of the age. They rejoice in knowing that their humble but dedicated efforts in preaching and teaching the Word are used by the Holy Spirit to call people to faith and keep them in the faith.

**God calls public ministers to a solemn responsibility—preaching and teaching his Word.**

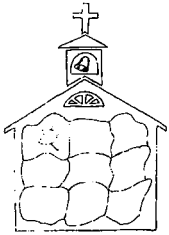
In his Word, the Lord assigns high standards of personal character and behavior for the public minister. Such a high calling requires excellent personal integrity and God-pleasing behavior. Among the personal characteristics the Lord expects of his public servants are the following:

- blameless:** Public servants cannot live a sinless life, but they fully understand that the gospel cause must not suffer because of their attitudes or behaviors.
- husband of one wife:** God requires sexual purity of public ministers. To live otherwise brings shame and discredit to the ministry.



- ☑ **temperate:** Public servants watch out for soul-destroying dangers that harm a ministry. Such dangers flourish in the pagan world.
- ☑ **self-controlled:** Public ministers use God's Word to control their own impulses and also to assess the trends in education, carefully determining what may be of value in their respective ministries.
- ☑ **respectable:** Public ministers' personal appearance, manner of speech, and personal habits should invite respect from those they serve.
- ☑ **hospitable:** Love of Christ and others compels public ministers to treat others with kindness, care, and respect.
- ☑ **able to teach:** An obvious qualification for teaching servants is the ability to teach and a commitment to ongoing professional growth in this area.
- ☑ **not given to much wine:** Public ministers practice moderation in all phases of their life. They commit themselves to practices that preserve their bodies and health and serve as an example of Christian conduct for others.
- ☑ **not violent, but gentle, not quarrelsome:** Public ministers understand that acting in anger can result in irreparable harm to relationships with their co-workers and with the people they serve. They do not return harshness with harshness. They strive to remain calm and act in a gentle manner, even during stressful situations.
- ☑ **not a lover of money:** Godliness with contentment is a goal public ministers strive to attain. They know that concerns about material goods may rob them of joy and contentment as they go about their ministry work.
- ☑ **manages his family well:** Public ministers who are also parents realize the importance of being exemplary fathers and mothers. They set the example for other parents within their school communities. Neglecting their responsibilities as parents for the sake of their ministries sets them up for personal heartache and public ridicule.
- ☑ **not a recent convert:** The Lord points out that the roles of public ministers require people who have a wealth of scriptural

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knowledge, and are spiritually mature and fully trained for the complex work of ministry.

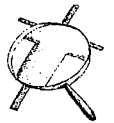
- ☑ **faithful to the Word:** Public ministers are students of God's Word. They study it, believe it, trust it to change people's lives. They teach it exactly as written. They rely on it for comfort and strength.
- ☑ **love:** Public ministers reflect their love for Jesus in all their actions. They know that love is patient and kind. It is not rude, self-seeking, or easily angered. It is forgiving. It always protects, trusts, hopes, and perseveres (1 Corinthians 13). God's public servants strive to show such love to all people, especially to those in their church and school communities.
- ☑ **humility:** Faithful public servants are held in high respect by the people they serve. Such awe may lead God's servants to think highly of themselves. They will remember that God desires humility in all his followers. Jesus' humble life serves as the perfect model.
- ☑ **peacefulness:** Public ministers know how good and pleasant it is to live together in unity and peace. Therefore, they work to cultivate peace within their church and school communities. The ministry of the gospel is, after all, a ministry of peace.

Such a listing of required characteristics reinforces to public ministers how unworthy they are to serve God in such a high calling. Yet God has called them to this work. He gives them the gifts and qualities he requires. He sanctifies their deeds of love. Thus, Paul's words are the words of every public minister: "I thank Christ Jesus our Lord, who has given me strength, that he considered me faithful, appointing me to His service" (1 Timothy 1:12).

**"I thank Christ Jesus  
our Lord, who has  
given me strength,  
that he considered  
me faithful,  
appointing me to His  
service."**

*CALLED WORKER QUALIFICATIONS: 9B*





The principal regularly reminds his co-workers of their special status as public servants and the expectations that accompany such a status. He refrains from lecturing on these matters but uses personal modeling and appropriate settings to help his co-workers fulfill these requirements in gratitude to the Lord for calling them.

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### 1E The Fundamental Responsibilities of the Christian Teacher

Christian teachers are twice-blessed. By virtue of their sin, they deserve nothing but God's condemnation and eternal punishment. Yet

for the sake of Jesus Christ, God has called them to be his own, assuring them of eternal life and filling their lives with unending blessings. In addition, he has called them to serve him as ministers of the gospel. Their response to these undeserved blessings can be summarized in Luther's words: "for all of which it is my duty to thank and praise, and to serve and obey him."

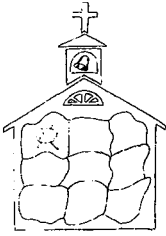
.....  
• Christian  
• teachers  
• are  
• twice-  
• blessed.  
• .....

In their lives of thanksgiving, praise, service, and obedience to God, Christian teachers have many responsibilities. Most important, they are **responsible to their Lord**. They will be faithful to his Word. Every aspect of their educational program will reflect its distinctively Christian nature. And they will wisely use the time and talents God has given them.

God has also made them **responsible to their students**. In John 13, Christ sets up himself as a model of self-sacrificing love. As Jesus has loved them and given himself for them, so they will love their students and willingly sacrifice to serve them.

Furthermore, they are **responsible to their students' parents**. They will communicate regularly and cooperate fully with parents as they assist them in the Christian training of their children. In communicating with parents, it is especially important that they speak the truth in love.

The Lord has established a special bond among Christian teachers. This bond makes teachers **responsible to one another**. God has called them to different positions and has given them different duties.



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However, they are united in Christ's love and in their call to disciple young people for time and eternity.

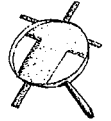
May all teachers be filled with joy in knowing that they are twice-called and twice-blessed. May they be strengthened in knowing that God will bless them as they carry out their responsibilities. May their efforts glorify God.

The wise principal personally meditates on these special responsibilities and blessings that teachers receive when they enter the public ministry. Only when he fully appreciates the special joy of being God's called worker can he foster that joy in his co-workers. Telling his co-workers to rejoice in being twice-called and twice-blessed just won't do it! The principal needs to model this joy!

Principals can remind teachers of their fundamental responsibilities in a variety of ways:

- Use a **faculty devotion** to review one of these fundamental responsibilities. Talk about upcoming opportunities in which they can apply this responsibility.
- Praise** teachers who fulfill these responsibilities in special ways. Send a note of thanks for special jobs done well. Acknowledge the effort in the school newsletters.
- Meet individually** with teachers who are struggling with one of their fundamental responsibilities, such as showing support for a co-worker. Address the issue in a straight-forward manner. Listen carefully for reasons that contribute to the problem. Identify possible solutions and together determine which ones will be tried. Pray with this teacher that God helps resolve the problem. Follow through by meeting again with the teacher to assess the situation and determine if improvement has been made.
- Use **staff bulletins** to reinforce the responsibilities and blessings of the Christian teacher. Use actual examples from school settings to emphasize your points more effectively than just stating what teachers should be doing.

**May all  
teachers be  
filled with joy  
in knowing  
that they are  
twice-called  
and twice-  
blessed.**



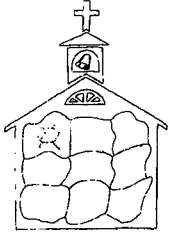
## 1F The Teacher's Spiritual Growth

The principal knows that God wants his people to grow in the grace and knowledge of Jesus Christ. Christian teachers need to be in the Word—continually studying it, applying it, living it. As teachers become stronger in faith, they will also become more effective disciplers of their students.

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.....  
 • Christian teachers need  
 • to be in the Word—  
 • continually studying it,  
 • applying it, living it.  
 • Satan knows this. He devises complex  
 • strategies that lead teachers to defer or  
 • ignore Bible study opportunities. The  
 • wise principal counteracts Satan's attacks  
 • by making study of the Word an integral  
 • part of school life. It is one of the more  
 • loving deeds a principal can do for his co-  
 • workers. Some suggestions:

- ☑ Use an **August in-service day** for an extended Bible study of a selected topic. The principal may lead the study, or he may invite another person to do so. This initial Bible study may serve as the introduction to an entire year of Bible studies on that topic.
- ☑ Hold a faculty **devotion every morning** before school. Identify reasons why teachers may not be able to attend the devotions and brainstorm solutions for this problem. Have the devotion every morning, even if a portion of the faculty can't attend. Sometimes devotions attended by only a small segment of the faculty are highly meaningful. Don't force teachers to participate in devotions but encourage attendance in an enthusiastic, non-threatening manner.
- ☑ Begin **faculty meetings** with an extended devotion that incorporates Bible study. Invite teachers to take turns leading these studies.
- ☑ Hold an **all-faculty and staff Bible study** at least once a month. Ask the group to help identify workable dates and times. If necessary, eliminate after-school activities for one day a month so the entire staff can participate.
- ☑ Encourage teachers to actively participate in weekly **congregational Bible studies**. Remind them of the importance of modeling this habit. It is vital that students and parents see teachers practicing what they preach.



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- ☑ Develop a **library of personal devotion and Bible study materials**. Budget for annual acquisitions to the library and promote their use.
- ☑ Encourage teachers to participate in spiritual growth sessions at **workshops and conferences**.
- ☑ Study the Word and strengthen fellowship bonds by holding evening **Bible studies at teachers' homes**. Encourage spouses to attend.
- ☑ As the spiritual leader of the school, **set the example** by faithfully attending as many spiritual growth activities in the church and school community as possible.

*FACULTY BIBLE STUDY: 5B*

## 1G Focusing Teachers on the School's Mission

It seems so simple. Jesus told Peter to "feed my lambs." Feed them with the Word of God. Nurture them in their spiritual growth. Protect them from spiritual dangers. Guide them to righteous pathways. Make disciples of all nations.

The fundamental purpose of the Lutheran school ministry is to teach children the Word of God. Apply it to their lives so that they grow in the grace and knowledge of Jesus Christ. Disciple them for time and eternity. Motivate them with the gospel to develop their God-given gifts. Encourage them to become productive Christian citizens who glorify God by serving others. This is what parents, teachers—in fact, Christians everywhere—want for their children. It is for these reasons that Lutheran schools were founded and still exist. It is for these reasons that faithful Christian teachers sacrifice much. They want to feed God's lambs.

**The wise principal understands that a shifting of priorities from the spiritual to the academic is a danger.**

*SCHOOL PURPOSE: 8A, 8B*


Yet it is not quite so simple. The widespread advances of the past century have enriched our lives, but they have put great pressure on teachers, especially Christian teachers. So much is now expected of our youth when they leave educational systems that our Christian



teachers feel pressured to focus their instruction on the secular subjects to the exclusion of spiritual instruction. Priorities may become distorted. Academics may be emphasized over religious instruction.

The wise principal understands that a shifting of priorities from the spiritual to the academic is a danger, often subtle in its development, that must be identified and eliminated. He continually reinforces to his co-workers that God has called them to assist parents in the spiritual training of their children. This doesn't mean a teaching staff neglects academic instruction. Productive Christian citizens need solid, academic instruction. The reality is, however, that teachers can easily fall into the trap of focusing on the academic areas of a curriculum at the expense of the spiritual areas. It is the responsibility of the school principal to prevent this from happening in his school community. The following suggestions are ways of keeping co-workers focused on the fundamental purpose, or mission, of their ministries.

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- ☞ **Remind teachers of the Lord's clear Word.** He identifies the primary responsibility of parents and public ministers. The fear of the Lord is the beginning of wisdom. What good will it be for one to gain the whole world [or learn vast stores of secular knowledge] and lose one's soul? 
- ☞ **Encourage teachers to use those precious "teaching moments"** in secular subject classes to apply a truth of God's Word and to share what they did and said with their fellow teachers.
- ☞ **Reduce teachers' feelings of pressure** to cover a certain amount of content (finish the book!) by regularly reminding them that it's far better to use all opportunities for spiritual training during a school year than to finish the entire textbook.
- ☞ **Encourage graduates to return and witness** to the school community how important it was to receive a complete Christian education. Their testimony to the Christian training they received has a powerful effect on members of a school community—especially teachers.
- ☞ **Use written materials**—devotions, articles from newsletters and Christian periodicals, "thank you notes" from parents—to remind co-workers that discipling children for time and eternity is the greatest teaching they will ever do.



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## 1H Distinctively Christian Teaching

An observer of a Lutheran elementary school made this comment at the end of the observation experience: "I observed Christian education from 8:30–9:15 A.M. After that, the instruction could have taken place in any public school setting."

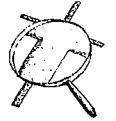
A stinging criticism. Yet it's possible that this same criticism could be made of any number of Christian classrooms on any given school day. Apart from religion class, devotions, and prayers, discussions of God's Word and applications to daily situations may be limited in some Lutheran classrooms. Teachers use the "teachable moments" when they occur, but some days no such moments arise. Perhaps all Lutheran teachers have sat down at their desks at the end of a day and thought, "I could have been teaching in a secular classroom today considering the little time I spent on Christ-focused education."

**Teachers must plan carefully for appropriate and natural integration of God's Word in lessons throughout the day.**

The wise principal understands that distinctively Christian education means teaching all subjects from a Scriptural perspective. This does not just happen in a lesson. Teachers must plan carefully for appropriate and natural integration of God's Word in lessons throughout the day. When such planning and implementation regularly occur in classrooms, students continually focus on Christ and his Word. They think about every issue within the framework of God's Word. They receive a true Christian education.

Helping his co-workers teach in a distinctively Christian manner ranks high on the principal's list of responsibilities. Some strategies:

- ✓ Use **faculty meetings** to discuss ways in which specific lessons could include Scriptural applications. Have teachers share lessons that have worked and not worked in achieving a natural Scriptural integration.
- ✓ On occasion, require teachers to develop a **formally written unit plan**. Require specific examples of how God's Word will be applied to the subject matter. Observe the teacher in the actual teaching of several lessons from the unit. Commend successful efforts.



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- ✓ **Videotape lessons** of teachers who effectively integrate God's Word into classes. Share these taped lessons with other teachers, individually or in group settings.
- ✓ Use outside **resource people**. The WELS is filled with master teachers who can provide many excellent ideas on teaching from a Scriptural perspective.

Lutheran schools promote themselves as institutions of learning where God's Word permeates all teaching and all facets of the school's program. It is the critical responsibility of the school principal to ensure that these are not just words but an accurate description of his school.

## 11 Valuing Co-Workers

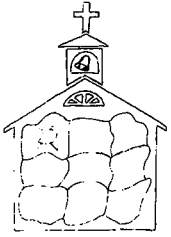
The Lutheran school culture focuses on Jesus and what he did for us. And what did he do? He loved us. He loved us enough to suffer hell so that we won't endure that eternal agony. He loved us enough to promise us that he will return to take us to heaven to live with him eternally. It is this unfathomable love given to us by Jesus that motivates us to love others, including our co-workers.

**Jesus modeled how we are to love others.**

Jesus also modeled how we are to love others. Jesus' kind of love serves others in humility, encourages and builds others up, points out sins in an honest manner, and then forgives them. This love respects others and delights in the good that others do. Such a Christ-like love is the type of love faithful principals give to their co-workers.

Nothing cements a faculty's fellowship bonds more than receiving Christ-like love from one another, beginning with the principal. The principal will find tangible ways to express his love and appreciation for his co-workers throughout the year. Some proven ideas:

- ☺ **Send birthday cards** to your co-workers. Write a personal note that is clearly meant for only that individual. If personal finances allow, deliver the card with a small bouquet of flowers.



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- ☺ **Share expressions of thanksgiving** with your co-workers. Be specific. (“Your organ playing inspires me. We’re so blessed to have you as our organist.”)
- ☺ **Publicly acknowledge contributions** of your co-workers to the school’s ministry. School newsletters, parent meetings, and conferences are venues for this.
- ☺ **Stand firmly behind your co-workers.** If parents or others express disapproval of your co-workers, work through such situations in an honest and fair manner, but make it evident that you value your co-workers’ commitment to God and to the mission of the school.
- ☺ **Talk up the teachers to the students.** Remind students on a regular basis how blessed they are to have such excellent Christian people for their teachers. Practice “zero tolerance” for students who violate the Eighth Commandment by talking negatively about their teachers.
- ☺ **Agree to disagree** when you cannot resolve differences. Take the lead in pointing out that it should not affect your close relationship. Treat your co-worker with kindness and respect in the days that follow a disagreement.

*DEALING WITH CONFLICT: 1P*

- ☺ **Be nice** to your co-workers. Everyday. Show them you care about them. Express your appreciation for what they do. Smile at them. Laugh with them. Comfort them when they’re down. Stay upbeat even when they’re crabby. Restrain anger. Speak the truth in love. Encourage them. Very simply, let Jesus’ love shine through you.

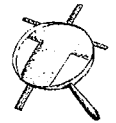
*RECOGNIZING CO-WORKERS: 9O*

## 1J The Health and Wellness of Co-Workers

Public servants who study God’s Word regularly, pray daily, and understand the fundamental purpose and responsibilities of their callings tend to be well-balanced, positive people. Nevertheless, teachers may become frustrated, demoralized, or depressed. The heavy workload and long work hours of teachers make them susceptible to physical ailments and emotional ailments.

The wise principal realizes that the “one-two punch” of physical illness and emotional depression diminishes teachers’ effectiveness





and may affect the mission of the school. That's why he continually assesses the teachers' well-being and responds quickly when he observes indicators of physical or emotional duress. He assumes a preventative rather than reactionary approach. And he doesn't hesitate to seek counsel and insight from qualified resource people.

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**The principal schedules time for personal Bible study, recreation, and family life.**

The school needs a healthy, emotionally-balanced, upbeat principal. He sets the tone for the building, and he sets the example for his staff by taking care of himself physically and emotionally. He schedules time for personal Bible study, recreation, and family life. When he's sick, he stays home and rests rather than dragging himself to school, performing poorly, and taking a longer period of time to get well. As much as he is able, the principal monitors also his emotional well-being. If he senses that things are getting "out of sync," he takes the necessary measures to restore himself to a healthy emotional state.

Some suggestions for supporting co-workers' well-being:

- ☺ **Eliminate the "martyr policy"** for sick teachers. When teachers are sick, encourage them to stay home and get well. One day of missed classes is better than several days of ineffective teaching due to illness.
- ☺ **Enforce a "no smoking" policy** for your school building and property.
- ☺ **Know when down periods tend to occur** during the year for each co-worker. Plan strategies to help keep your co-workers in good spirits during this time.
- ☺ **Know what stresses your co-workers.** Minimize these stressors whenever possible. Help the teachers find ways to work through stressful situations.
- ☺ **Talk individually** with each of your co-workers each week. Ask how they are feeling. Listen carefully to their responses. Read their body language, which can often speak volumes. Ask, "What can I do to help you?" when they share problems or stressors in their life. Make every effort to do what they ask.




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- ☺ If a teacher's poor physical or emotional health negatively affects the school's ministry, **provide professional assistance** for your co-worker and seek the support of other co-workers and school community members when appropriate. This support is an act of love on your part.
- ☺ **Keep school life interesting and fun** by planning small—even silly—activities throughout the school year. Parents can help organize these diversions to bring smiles to faces and cheer to weary hearts.
- ☺ **Encourage Bible study and family and recreational activities** for your teachers.

*COUNSELING CO-WORKERS: 9R*

## 1K Strengthening the Fellowship Bond Among Co-Workers



Teachers tend to become so involved in their work that they neglect the most important relationships within their school—their relationships with each other. The sad reality is that schools presently exist where teachers have worked together for years yet hardly know each other.

The wise principal knows that team ministry is most effective when his co-workers share a common mission and love each other as Christ loves them. To reinforce the bonds of Christian friendship, the principal brings his co-workers together throughout the year for fellowship and fun.

*FACULTY SOCIAL LIFE: 5I*

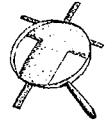
## 1L Developing a Christ-Focused School Culture

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The effective and wise principal does everything possible to develop and maintain a Christ-focused school culture, which has several identifying marks, as described in section 1A:

- ☞ The school's relationships are agape-motivated.

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- ☞ The school's members are committed to ongoing spiritual growth.
- ☞ The school's appearance is warm, welcoming, and distinctively Christian, and it reflects good stewardship of God's gifts.
- ☞ The school's prevailing atmosphere is positive and nurturing.
- ☞ The school's words are distinctively Christian.

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When these key aspects of a school support the school's fundamental purpose of discipling and nurturing youth and their families for time and eternity, that school is a ministry focused on Jesus Christ.

*CHRIST-FOCUSED CULTURE: 1A*

**1M The School's Agape-Motivated Relationships**

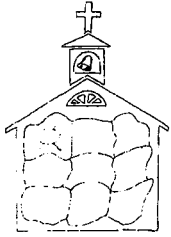
The most important of these school relationships is that of the principal and his co-workers. That relationship has been discussed in sections 1D, 1E, 1F, 1G, 1H, 1I, 1J, and 1K. A team of co-workers, working in unity and in support of a school's mission, is essential if the other relationships within a school community are to be caring and supportive of the school's mission. Sections 1N, 1O, and 1P will discuss other agape-motivated relationships within the school community and how to handle conflict.

**A strong school community needs strong, spiritually-minded families.**

**1N Focusing School Families on Christ**

A strong school community needs strong, spiritually-minded families. In a perfect world, all the families of a school community would understand and support the purpose and priorities of Christian education. However, in the sinful world in which God's people live, not all families understand what the Lutheran school stands for.

Some view it as a private school where their children will receive a quality academic education. Others see it as the safe alternative to the public educational system in their community. Still others consider it a substitute for social welfare agencies or even the home. ("Let Lutheran teachers instill values and virtues in my children.") But—God be praised—many parents do view Lutheran schools as partnering agencies that support them in the Christian training of their children.



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Realizing that he probably has all these types of families within his school community, the wise principal commits himself to helping families understand and support their school's mission. Along with his co-workers and parent leaders, he devotes much energy, enthusiasm, and patience to this task, understanding that success may come slowly. But as the parents he serves grow in their understanding and appreciation of the school's mission, their support for the school also grows.

The principal may consider the following suggestions for helping families understand and support the mission of the Lutheran school:

- ✦ **Deliver a comprehensive presentation** of your school's program to parents interested in enrolling their children in your school. Help them understand what is truly important at your school, what teachings will be emphasized, how these teachings will be applied to school activities, and the commitment that will be expected of them and their children. Share also some of the blessings and joys resulting from your school's spiritual emphasis.
- ✦ **Develop printed materials** that focus on the school's mission and the commitment expected of parents in the school community. Share some of these materials with prospective parents at the initial interview. Later, mail more materials to them along with a note thanking them for the opportunity to share your school's Christ-focused program of learning with them.
- ✦ **Involve parents in an on-going assessment** of your school's mission and culture so they grow in their understanding and support. Form assessment committees that include established families and new families. Allow parent leaders to nurture those families who are spiritually weaker.

**Involve parents  
in an on-going  
assessment of  
your school's  
mission.**

The following three simple questions will stimulate excellent discussions, help parents identify their own priorities, solidify parents' commitment to the school's mission, and also provide a principal and staff with excellent feedback for developing curriculum, school activities, and co-curricular programs:

- ♪ What do we want our children *to know*?



- ☞ What do we want our children *to do*?
- ☞ What do we want our children *to be like*?

☞ **Allow a parent committee to develop brochures** that communicate the mission of the school. Ask them to develop five brief sentences that most effectively communicate the culture of their school and then use these sentences to develop five paragraphs that promote the school. Sample sentences:

- ☞ We love Jesus, our Savior.
- ☞ We are spiritually alive.
- ☞ We focus on learning.
- ☞ We have caring, committed teachers.
- ☞ We have high academic standards.

*SCHOOL MISSION: 8A, 8B*

☞ **Use parent conferences** to reinforce the Christ-focused mission of your school. Instead of beginning with a review of

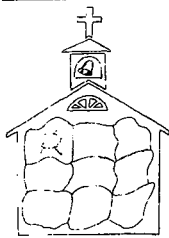
**Provide child-raising resources to parents.**

report card grades, begin with a document that addresses the spiritual goals (such as personal characteristics, attitudes, and action) the teachers and students are working on. (Perhaps this document was based on parental feedback from the questions, “What do you want your children to know, to do, and to be like?”) Such discussions subtly but effectively emphasize what’s most important in the school. Then turn to the academic performance of the student, and close with a prayer focusing on the spiritual issues discussed.

☞ **Use the written communications** sent home to parents to reinforce the mission of the school. Articles highlighting the school’s spiritual training activities remind parents of the school’s priorities.

☞ **Provide child-raising resources to parents.** Invite resource people to share parenting ideas at parent meetings. Develop an easy-access library of parenting resource materials.

☞ **Use every available opportunity** to keep *all* members of your school community focused on the priority of your school—



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spiritual training. For example, when announcing an athletic tournament victory, point out also the students' exemplary Christian behavior throughout the weekend, noting that this made them true winners.

*EDUCATE MEMBERS ON CHRISTIAN EDUCATION: 8H*

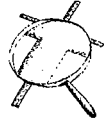
## 10 Focusing Students on Christ

One of the greatest blessings Lutheran principals and teachers have is the opportunity to share the love of Christ with young people and see the results of the Holy Spirit's work in their students' hearts. Focusing students on Jesus throughout the school day—the school year—permeates the thinking and doing of faithful principals and teachers.

Some basic but important strategies for the school's spiritual leader:

- ☞ Make the strengthening of the **student-Jesus relationship the core** of all your thinking and planning. Constantly think about how your school community can more effectively train young people in God's ways.
- ☞ Encourage your teachers to **consider all classes religion classes**, some of which also teach math or science or physical education. The more teachers embrace and practice this pedagogical philosophy, the more the school will be a "disciple-making factory."
- ☞ Select **co-curricular activities** that do not compromise the school's mission and co-curricular coaches, directors, and advisors who are not just good basketball players or actors, but spiritually mature people who understand the value co-curricular activities have in helping students put faith into action.
- ☞ Integrate **all-school worship activities** into the school year to provide students the opportunity to praise God with fellow believers.
- ☞ Use **one-on-one disciplinary actions** to model Christian love. Appropriately apply the law to point out sin and share the

**Make the strengthening of the student-Jesus relationship the core of all your thinking and planning.**



gospel of forgiveness when the student confesses his sins. Remember that the gospel alone motivates students to lead a godly life.

Keep the **home-school connection** strong for effective faith-building in students. Ideas for working with parents were presented in the previous section.

Support the spiritual training of the students through **personal modeling**. Young people, indeed, learn more by what is “caught” rather than what is “taught.”

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### 1P Dealing with Conflict

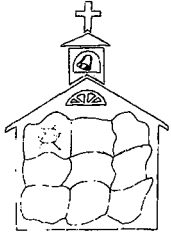
God’s people worshiping together, teaching and applying God’s Word, and serving one another makes the Lutheran school community truly beautiful and wonderful—which is why Satan wants to destroy it. He must. It is one of the last institutions in our increasingly pagan society to teach the pure Word of God and apply it effectively to the lives of people. It trains the next generation of Christian ministers and leaders. Satan detests our schools and works tirelessly to destroy them.

A favorite—and sadly, effective—weapon used by Satan is to cause dissension in the school community. Gossip, lies, angry words, back-biting, disrespect, and lack of forgiveness can be more harmful to a school community than gross physical destruction. Therefore, the wise principal limits strife within his school community by helping to resolve conflict.

Many different relational conflicts may develop within the school community, including teacher-student, teacher-teacher, teacher-parent, principal-teacher, pastor-principal-teacher, staff-families. Despite the variety of potential conflicts, the basic process for resolving these conflicts remains constant. The Lord in his wisdom provides clear guidelines in Matthew 18.

Consider the following suggestions for dealing with people in conflict:

- ☺ **Be decisive.** Gather enough information to understand the conflict or potential conflict, and then act quickly.
- ☺ **Encourage people to resolve their own differences,** but help to get the process started. For example, if a parent calls with a complaint about a teacher, direct that parent to the teacher. In



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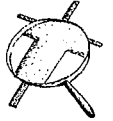
the same way, direct students to resolve conflicts one-on-one with their teachers, thus reinforcing the first step in Matthew 18.

- ☺ **Support your co-workers.** This concept has been discussed in a section II; however, it is worth emphasizing again. Teachers and staff members need to feel that their principal will support them in times of conflict. If they perceive their principal has “left them hanging,” trust dwindles. If your co-workers are wrong, help them acknowledge it and make amends. But support them as they work through this process. Avoid being judgmental.
- ☺ **Focus disagreeing parties on the importance of their ministry partnership.** Encourage them to remain calm, present their cases in a non-confrontational manner, listen to one another, compromise, and practice Christian love.
- ☺ **Help individuals who cannot agree on an issue to “agree to disagree”** and to continue to treat each other with respect and consideration.
- ☺ **Turn to others for assistance**—the Board of Education, members of the congregation, or outside resource people such as counselors—when a lack of resolution may damage the school’s ministry.
- ☺ **Enforce church discipline procedures** when one party refuses to resolve a conflict and uses the conflict to undermine the school’s ministry.
- ☺ **Remain emotionally detached** when working through conflict resolution. A calm, concerned, professional approach can defuse a potentially volatile situation. Keep personal anger in check. Remain positive and enthusiastic about the school’s ministry, keeping members of the community focused on the blessings God has given rather than on this negative situation.

**Mature  
Christians  
*want to live*  
and work in  
peace and  
harmony.**

Conflicts are a sad part of any school community. A test of the spiritual maturity of the community is how quickly members work through these conflicts. Mature Christians *want to live and work in peace and harmony*. The wise and effective principal believes and





practices this as he works through his own conflicts and helps others resolve theirs.

### 1Q The School's Commitment to Spiritual Growth

The wise principal understands that the greatest service he can do for the members of his school community is to encourage them and provide opportunities for them to grow in the grace and knowledge of Jesus. People studying the Word, using the Word, living in the Word are people growing in their love of Jesus—and showing it.

These are people who develop and use their gifts to help others, who show caring concern for others, who put their priorities in life in the right order, who value the blessing of cradle-to-grave Christian education. These people make a school community a dynamic tool of the Holy Spirit.

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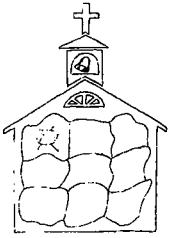
**Corporate worship brings the school community together to worship Christ.**

Throughout this chapter, suggestions have been made for spiritual growth activities. This section will consider these additional topics: school chapel, promoting lifelong spiritual learning, promoting WELS secondary education, and recruiting students for the public ministry.

### 1R School Chapel

Corporate worship brings the school community together to worship Christ and to be instructed in the Word. With careful planning and thorough preparation, the principal can develop a year-long series of services that involve people in meaningful worship.

- Develop a theme for the school year** to provide direction and continuity. Break the theme down into specific issues for each chapel service. For example, one school used the phrase "Shine Like Stars," based on Philippians 2. Each all-school chapel service that year focused on another way students could shine like stars in a sin-darkened world. The teachers could also develop devotions for each Monday afternoon, which would support the theme and set the tone for the week.
- Plan special "family chapels,"** perhaps 2-4 each year, in which parents and children worship together. Involve family



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members in out-of-the ordinary worship activities at these services. Don't pressure families into attending, but make the services so spiritually meaningful that they will want to come. Include a take-away with a week's worth of family devotions to support the theme of this special family chapel.

*FACULTY BIBLE STUDY: 1F, 5B*

## 1S Promoting Lifelong Spiritual Learning

Spiritual growth is a cradle-to-grave process. Because many think it is a K-8 or at best a K-12 process, principals—in partnership with their co-workers and school leaders—will help parents realize the lifelong need for spiritual growth and develop opportunities for them to grow in their faith.

- ☑ **Develop Bible study series specifically for parents.** Identify a convenient time slot, such as Sunday mornings, for these studies.
- ☑ **Try Bible studies that include a recreational activity.** For example, school mothers might meet once a week for Bible study and aerobics. Or fathers and sons might meet twice a month for a "men's night" of Bible study followed by recreational activities.
- ☑ **Provide parents with suggested Bible readings** for special circumstances that occur in the life of a family.
- ☑ **Develop a library of spiritual books** for the school community. Publicize new additions to the library. Have parents volunteer to write reviews of books or videos for the parent newsletter. Create a pleasant environment for this resource area and make it easily accessible.
- ☑ **Promote church- or synod-sponsored spiritual growth activities.**

**Spiritual growth is a cradle-to-grave process.**

## 1T Promoting WELS Secondary Education

Lutheran preschools and elementary schools provide quality Christian education through grade 8, but spiritual education must not end there. Young people need continued spiritual training as they enter the difficult and sometimes dangerous adolescent years. Our WELS area



Lutheran high schools and preparatory schools provide this spiritual training.

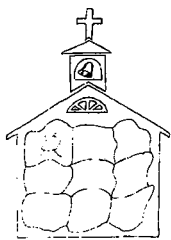
Some strategies for promoting Lutheran secondary education:

- ✦ **Consider PreK-12 education the norm.** Speak of the area Lutheran high school as the natural extension of the Lutheran elementary school.
- ✦ **Continually promote PreK-12 education.** Emphasize the vital need for adolescents to be in a Christian school that meets their spiritual needs. An on-going and low-key approach is more effective than a “Your-child-is-now-in-seventh-grade-so-it’s-time-to-push-Lutheran-high-school” gangbusters approach.
- ✦ **Promote the Lutheran high school and prep school programs and activities.** Place their posters and promotional materials in high traffic areas throughout the building. Encourage attendance at these events.
- ✦ **Encourage guests and visitors from these schools** to come promote their school to your parents and students. High school students may have an especially positive impact on your students.
- ✦ **Arrange student visits** to your area Lutheran high school or synodical preparatory school. Attend with them. Tell them about your first-hand experience.
- ✦ **Do not criticize the public school system.** The local public schools may have more activities and equipment to offer students than your area Lutheran high school, and you cannot hide this from students. But our Lutheran secondary schools provide the one thing truly needful. If Christ-focused education is the priority of parents and students, then all the public school programs in the world will not entice them.
- ✦ **Promote WELS education,** not any particular school.

*PROMOTE THE ALHS: 77*

### **1U Recruiting Students for the Public Ministry**

The wise principal understands the faculty’s role in recruiting for the public ministry. The actions, attitudes, and one-on-one encouragement



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of pastors and teachers strongly influence students to consider training for full-time public ministry.

Many called workers may point to a specific pastor or teacher whose example led them to enter training for the ministry. Teachers must realize that a future synodical leader or excellent teacher may now be learning how to read in their primary classroom or leading the "A" basketball team to a successful season. Recruiting for the public ministry is the joyous privilege of every called worker as well as others in the school community.

**Encouragement of pastors and teachers strongly influences students to consider training for full-time public ministry.**

## **1V The School's Appearance and Prevailing Atmosphere**

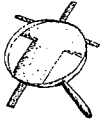
These two complementary aspects of a school culture identify it as a nurturing and caring place, a distinctively Christian place.

Certainly the school plant should be clean and well-maintained; equipment should be current, and classrooms and offices should be organized and inviting. These standards, however, could be found in any school of quality. A distinctively Christian school's appearance goes beyond cleanliness and attractiveness.

What physically identifies a school as a Christian school are the religious images, artwork, and displays placed throughout the school building and grounds. They communicate not only that a school is Christian, but also what beliefs the school holds and what things the school values.

Some suggestions:

- ✕ **Display Christian artwork**, such as crosses and pictures depicting Christian messages, in each classroom. The main office is an especially important area for displaying Christian artwork since visitors often enter this area.
- ✕ **Display banners and wall hangings** for a striking effect. A banner in the main hallway could colorfully illustrate the Christ-centered theme for the school year to students and all members of the school community.



- ✂ Use **bulletin boards** in hallways and classrooms to focus students and others on Scripture. Seasonal bulletin boards can emphasize the Scriptural basis for holidays such as Thanksgiving, Christmas, and Easter.
- ✂ Create an **attractive wall display** to communicate the school's mission or goals. Place it in a highly visible area so that all the people who use the building will see it and be reminded of the purpose of the school.
- ✂ Use **student artwork** to allow them to witness to their faith. Placing students' artistic responses to questions like "Why do I love Jesus?" in the hallways reminds the school community of the reasons they sacrifice to have a school.

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Wise principals encourage their students, teachers, and the entire school community to make their schools beautiful and distinctively Christian through the use of their artistic gifts.

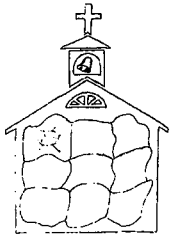
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 • **A distinctively  
 • Christian  
 • school's  
 • appearance  
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Looking like a caring Christian school is important. Perhaps even more important, however, is the feel—the atmosphere—of the building. The most attractive school can still feel cold and uncaring if the people in the building are so. On the other hand, the most ill-equipped and aging building can have a distinct warmth and welcoming feel if the people inside are positive, cheerful, uncomplaining, and caring. People ultimately determine the prevailing atmosphere of a school.

The school principal, more than any other person, affects the prevailing atmosphere of the school. He needs to model the Christ-like behaviors that are desired in his school community. As goes the principal, so goes the school.

The following inventory, adapted from the *Lutheran School Administrators Handbook: Climate* by Erv Henkelmann, provides the school principal with a tool for assessing his role as the leader in developing a Christian atmosphere in his school.

1. Do you make evident a call to ministry?
2. Do you show care for co-workers and students?



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3. Do you demonstrate respect for the school's appearance and rules?
4. Do you offer encouragement to those who strive to live a life of discipleship?
5. Do you communicate God's love?
6. Do you communicate positively through your appearance, dress, and grooming?
7. Do you find the school environment personally enjoyable?
8. Do you show fairness and firmness in your interactions with co-workers and students?
9. Do you build and strengthen relationships as an integral part of your everyday work?
10. Are you willing to intervene in order to maintain a positive, caring spirit in your school community?



Agape-motivated relationships among principal, co-workers, and parents create a caring, Christian atmosphere in the school, making a physical plant of brick and mortar into a warm, secure haven where people feel loved and nurtured and where they may experience personal and spiritual growth.

## 1W The School's Words

The wise principal understands that the school's words identify it as a Christian school. They promote the school and its mission, reinforce the school's fundamental beliefs and values, instruct and encourage school community members in Christian living, and witness for Jesus Christ.

The wise principal further understands that *his* words—both printed and spoken—have great impact upon the school community. Realizing their importance, the principal uses words carefully, purposefully, and lovingly. Most important, the effective principal backs up his words with the appropriate actions.

**Wise principals understand that when they talk, people tend to listen.**

The printed word powerfully communicates the school's mission to parents and other community members. Everything a principal writes





should directly or indirectly support the mission of the school. Even something as mundane as sending directions for an athletic activity can have a logo and short message on it that remind parents that athletics is one way of educating the whole child.

Consider using the following forms of communication to promote the mission of the school:

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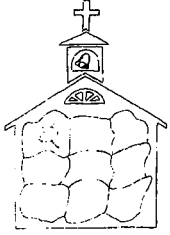
- ☒ **The parent newsletter** can highlight the positive aspects of the school, identify areas where improvement is needed, assist parents in their demanding roles, and strengthen the home-school bond. Start your bulletin with a lead article that encourages parents as they raise their children in God's ways. If you use the works of others, acknowledge the writer. Word your newsletter items, even those dealing with a concern, in a positive manner.
- ☒ **Personal letters or notes to parents** can also strengthen the home-school bond. Parents appreciate letters of thanks, and such notes can reinforce to parents the true purpose of the school.
- ☒ **Brochures** that promote a specific program or the school's total ministry can highlight school successes and reinforce the school's mission.

As powerful as the printed word is, the principal's spoken words have an even greater impact on people. Wise principals understand that when they talk, people tend to listen—and to make judgments based upon that talk.

**The wise principal knows when to listen rather than talk.**

When speaking about the school publicly, the principal promotes the mission of the school and cites positive examples of how the mission is being supported. If asked about a negative situation, he answers the question honestly, pointing out that this is an area that is being given extra attention. He needs to show enthusiasm and love for his school and the people of his school community. Christian education needs spokespeople who believe in it, are committed to it, are excited to be a part of it, and show it!

Perhaps the most important words a principal uses are those spoken to people in his school building, especially to the children. A principal



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who speaks the truth in love, praises often, encourages continually, thanks people sincerely, and talks about Jesus naturally models for his co-workers and students the kinds of words that God meant when he instructed his followers to take captive every thought for Jesus Christ.

When the principal applies the law to a student's life, he will apply the gospel as well. He will acknowledge and use the gospel message as the only true motivator for people to change their sinful ways and live for Christ. He avoids using sarcasm, cynicism, harsh words, and critical comments that tend to cut down rather than encourage a person.

The wise principal knows when to listen rather than talk. He knows when to bite his tongue rather than snap back. He knows when to smile and say, "Let's talk about this later," rather than get into a heated argument. He knows when to use humor and laughter to defuse a situation or just make people around him feel good.

The wise principal knows that the words he uses, the way he looks, and the manner in which he acts can make a day in his school a positive or negative experience for all the people in the building. It is a heavy responsibility to bear. However, with God's help and daily study of God's Word reminding him of God's love for him, the faithful principal can go through a school day with a smile on his face and evidence of God's love in his words and actions. What a blessing this wise and faithful principal is to the people he serves!





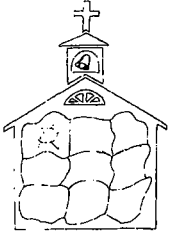
## 1X Pieces to Remember

- ✍ The Lutheran school is a microcosm of the holy Christian church.
- ✍ The principal is the key leader of the Lutheran school community.
- ✍ The effective principal understands the importance of the defining aspects of the Lutheran school culture.
- ✍ The principal has the exciting challenge of providing his co-workers with the encouragement and opportunities to develop and use their respective gifts in service to the Lord.
- ✍ God calls his servants into the public ministry.
- ✍ Lutheran teachers are responsible to their Lord, to their students, to their students' parents, and to one another.
- ✍ Lutheran teachers need to be in the Word—daily studying it, applying it, and living it.
- ✍ The fundamental purpose of the Lutheran school ministry is to teach children the Word of God and apply it to their lives so that they grow in the grace and knowledge of Jesus Christ.
- ✍ Nothing cements a faculty's fellowship bonds more than receiving Christ-like love from one another, beginning with the principal.
- ✍ The effective and wise principal practices spiritual maturity as he works through his own conflicts and helps others resolve theirs.
- ✍ Spiritual growth is a cradle-to-grave process.
- ✍ Positive school appearance and atmosphere identify the school culture as a nurturing and caring place, a distinctively Christian place.

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# Principal's Resourcebook

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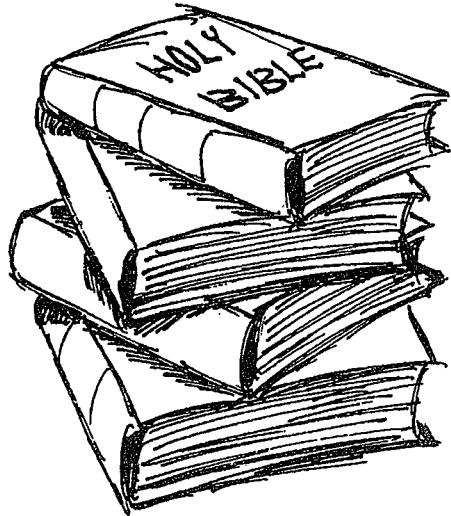
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## Chapter 2

Lead for Learning:

# Curriculum Development







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## 2A A Definition of Curriculum

The principal is the supervisor of instruction in his school. Since all instruction grows out of the school's curriculum, it follows that the principal is also responsible for developing or overseeing the development of that curriculum. As he works with his faculty in this task, he will want to begin with what *curriculum* actually means.

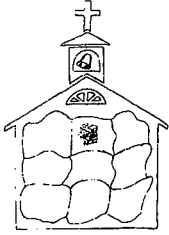
Through the years professional educational organizations have developed a number of definitions of curriculum. These definitions focus on two aspects: the learner and the learning opportunities the learner will experience in the curriculum. The following samples define curriculum:

- ⇒ Curriculum is all the planned experiences of the learner under the school's guidance.
- ⇒ Curriculum is the result of careful planning of learning opportunities and engagements.
- ⇒ Curriculum is all the experiences learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, and which is planned in terms of a framework of theory and research of past and present professional practices.

**Our goal in our program of education is to make disciples for our Savior through the power of the Holy Spirit and to nurture the blood-bought souls of the Savior entrusted to our care.**

While these definitions from the public sector can serve our WELS schools well, the unique purposes of our early childhood education programs, elementary schools, and high schools dictate that our definition of curriculum will also be unique. If the purpose of our educational institutions is to make disciples through the gospel and nurture the youth of our church, then our definition of curriculum—although in many respects similar to those above—will differ greatly from the definition used in the public schools.

A WELS definition of curriculum could be stated this way:



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Curriculum is all the experiences learners have in a program of education. This program of education will utilize current educational theory, practice, and research that have been taken captive to the Word of Christ. Our goal in our program of education is to make disciples for our Savior through the power of the Holy Spirit and to nurture the blood-bought souls of the Savior entrusted to our care.

## 2B Why Curriculum Development?

There is no doubt that curriculum development takes time. It involves all members of the faculty, the Board of Education, the students, and the students' parents. The curriculum of the school, along with its development and ongoing review, will be of interest to all members of the congregation who support and pray for the educational programs of their congregation.

Why should a school undertake this investment of time and energy?

- ⇒ Curriculum development charts the instructional program the school will undertake and serves as a blueprint for that instruction.
- ⇒ Curriculum development is a sign of a healthy school. It demonstrates that the faculty is concerned about the program of education their school offers. It allows schools to see what has worked well in the past and to determine and implement what needs to be changed in the future. It provides a systematic and continuous process for improvement.
- ⇒ Curriculum development addresses the needs of students in a changing world. Methodology, content, and educational theory constantly change. Knowledge is increasing at an exponential rate. Technology and its applications progress daily. Educators in our Lutheran educational agencies are concerned about the best ways to prepare their students for the next century.
- ⇒ Curriculum development gives the faculty and those responsible for the school an opportunity to discuss, formulate, and publish the goals, objectives, and outcomes for the school, the student, and each subject area.

**Curriculum  
development  
is a sign of a  
healthy  
school.**



## 2C Curriculum Development Factors

When a principal and faculty review the school's curriculum in a specific subject area or develop new curriculum materials, they will want to do the following:

- ☑ **Preplan the curriculum.** Arrange for careful planning in the goals, objectives, and instruction.
- ☑ **Base the curriculum on current educational theories, best practices, and research.** The field of education is not stagnant; solid research in educational practices and theories is multiplying at a fast rate. Consider the findings of this research when developing curriculum.
- ☑ **Consider four different factors:** social forces, the stages of human development, the stages of learning, and the scientific theories about intelligence and cognition that affect the children of the school.
- ☑ **Recognize the special needs of your school because of its location and community culture.** Consider the community's expectations of the public school curriculum, knowing that parents of our Lutheran elementary school students may have similar expectations.
- ☑ **Plan instructional methods also.** Teachers who are developing curriculum must evaluate educational research as they do so. This makes it an ideal time also to discuss and plan instructional strategies for effective teaching of that curriculum.
- ☑ **Select and develop learning activities and materials after developing curriculum.** Curriculum development will come first, and the selection of materials resulting from that

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**Curriculum development will come first, and the selection of materials resulting from that development will come later.**

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development will come later. Some schools have first selected materials and then developed their curriculum. Unfortunately, this puts the publishers of curricular materials in the role of curriculum developer for our schools.



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The job of curriculum development belongs to the school, not the publishers.

- ☑ **Make the curriculum serve the spiritual purposes of the school.** As faculties develop curriculum they must continually ask themselves how the goals, objectives, scope and sequence, and materials they pick will help them fulfill the school's purpose of making disciples and nurturing students. If what is developed does not support the unique purpose of our schools, then its inclusion in the curriculum is questionable.

We have in our schools unique opportunities to “make every thought captive to the Word of Christ.” Our schools do not teach the secular subjects with devotions and Word of God lessons merely plugged into convenient spots during the school day. Our schools teach all subject matter in light of God's Word. God's Word permeates all the instruction and activities of the school.



Finally, the teachings of Scripture are the basis of our curriculum. We teach Bible history, catechism, and hymnology. We assign memory work of Bible passages, hymn stanzas, and portions of the Enchiridion of Martin Luther's *Small Catechism*. We conduct devotions and prayers on the basis of God's Word. We do this to teach our students the precious law and gospel truths of Scriptures—that we are sinners who deserve hell, but that God loved us sinners so much that he sent his Son to die for us. God's Word is the solid foundation of our curriculum.

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**God's Word is  
the solid  
foundation of  
our  
curriculum.**  
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## **2D Curriculum Development— The Traditional Approach**

Probably thousands of books and publications have been written on the development of curriculum. Although authors may differ in specifics, and the number of steps in the development process may vary, the basic content remains the same. The traditional approach to curriculum development, then, includes the following three steps, which will be explored in the next six sections of this chapter:





1. Development of a school mission statement/purpose statement
2. Development of curricular components
3. Development of subject philosophy and scope and sequence
4. Development of subject objectives for each grade
5. Publishing the curriculum
6. Selecting materials and determining methodology

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The six steps of this process take time and energy. But the faculty and school community will enjoy great rewards as they discuss and formulate the best possible ways and means to teach the school children and fulfill their school's mission.

## **2E Development of a School Mission Statement/Purpose Statement**

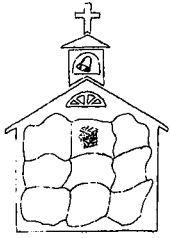
A school's mission statement, or statement of purpose, asks: What does the school believe about its reason for existence? Because the Lutheran elementary school or early childhood program is an arm of the congregation that supports it, the school's mission statement or statement of purpose will flow from and mirror the purpose of the supporting congregation.

The faculty, pastors, and members of the Board of Education will help develop the school mission statement. While these parties may assume that agreement of purpose exists, discussion often reveals differences of opinion.

Each congregation exists to preach the gospel and to make disciples, as Christ commanded us in Matthew 28. The school's purpose flows from that congregational purpose and also includes nurturing Christians in God's Word and preparing them not only for life in this world but also for the life to come. Simply stated, **nurture** and **outreach** are important parts of the school's purpose. (*Sample 1: Developing a Mission Statement*)

**SCHOOL PURPOSE/MISSION/PHILOSOPHY: 8A, 8B**

After developing a mission statement, some schools also develop a school philosophy. A school philosophy can be defined as the guiding



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principles, fundamental beliefs, or viewpoint that the school follows. This philosophy can be stated in several ways. Many schools state their philosophy in objectives centering on the development of the child:

- ✦ Spiritual development
- ✦ Academic development
- ✦ Physical development
- ✦ Social development
- ✦ Mental development

**Nurture and outreach are important parts of the school's purpose.**

Other schools state objectives that answer these three categorical questions:

1. What do we want our students *to know*?
2. What do we want our students *to do*?
3. What do we want our students *to be like*?

All curricular components must be able to answer these three questions. If they do not, the components are considered excess, unnecessary baggage.

Because of the unique purposes of our Lutheran early childhood education programs, elementary schools, and high schools, our schools' philosophies center on God's Word—law and gospel. The basic understanding is that our teachers and students are born sinful and sin daily (law) and that they are justified through the blood of our Lord Jesus Christ (gospel). These truths permeate every aspect of our schools' philosophies, demonstrating that our education is Christ-centered and Christ-directed. (*Sample 2: Developing a School Philosophy*)

## 2F Development of Curricular Components

It is one thing to pick a curricular subject area for study by the faculty of a school; it is another matter to determine the component parts that make up the curriculum under study. This discussion is not hard. It



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will not take a great deal of time. However, it may require that the faculty begin reading the current research in the subject area to become familiar with it. Then the faculty will need to discuss what the students need in their school as well as what they will need in the next level of education.

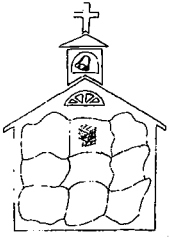
One faculty did the following activities to determine the component parts of their language arts curriculum:

- Read the current research in this area
- Studied their state's department of instruction guidelines and curriculum guides
- Asked the high schools their students would attend what their requirements were
- Discussed with colleagues, parents, and former and present students what they perceived as the strengths and weaknesses of the school's present language arts instruction
- Talked to business and industry in the community to see what skills they looked for and how well their school's graduates were performing

After discussing their findings, the faculty developed the following component parts for language arts. Many items were already included in their language arts curriculum. Additional components were added, and two items were dropped.

## Language Arts Components

- consonant/vowel sounds
- word attack skills
- oral reading
- reading comprehension
- spelling
- writing
- speaking
- listening



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- ☞ use of parts of speech
- ☞ rules of usage, capitalization, and punctuation
- ☞ study skills
- ☞ thinking and reasoning skills
- ☞ use of research in language arts
- ☞ use of media and technology in language arts
- ☞ visual representation—pictures, drawings, and graphs

Each school could add or delete components to this listing, depending on what the school faculty deems necessary and important for their students.

## **2G Development of Subject Philosophy and Scope and Sequence**



As the faculty begins discussing the chosen subject area, they will want to develop a subject philosophy. The basic question to answer is this: Why are we teaching this subject in our school? Again, because of the unique nature of our schools, it is important that the subject philosophy point out how teachers will take the curricular material and make it captive to God's Word. (*Sample 3: Subject Philosophies*)

It is equally important to understand that the subject philosophy will be a subset of the school's overall philosophy and will flow from the school's mission or purpose statement. If the subject philosophy does neither, then the faculty needs to question the purpose of the subject being taught in the school.

**The basic question to answer is this: Why are we teaching this subject in our school?**

### **School Purpose > School philosophy > Subject philosophy**

After the subject philosophy has been developed, the teachers will begin working on a scope and sequence. A faculty of WELS teachers brings to its school a variety of experiences and understandings. As a



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faculty discusses what the final product of their students should be like, they can then translate this into scope and component parts.

The teachers need to determine at which grade levels the components will be taught and then what parts of the component will be taught in each grade level.

**Some scope and sequences are linear; other scope and sequences are more spiral.**

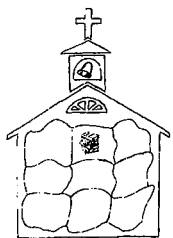
Depending on the subject matter, some scope and sequences are linear: the materials taught build on what has been previously taught with little or no review built in. Other scope and sequences are more spiral: material is taught, and then at the next grade level it is reviewed and retaught with the addition of more material. The reviewing and reteaching may take place several times.

Younger faculties may want to look at a number of prepared curriculums, either professionally produced or "home-grown," that contain sample scopes and sequences. (*Sample 4: Scope and Sequence*)

## 2H Development of Subject Objectives for Each Grade

Once the scope and sequence for the components has been established, then the teachers can take the components applicable to their grades and develop objectives. An objective, in the educational sense, is what a particular grade will aim or strive for concerning the component. An objective usually meets four criteria:

- An objective is **specific**.
- An objective is **measurable**.
- An objective is **acceptable**. This means the objective is acceptable to the teacher and is a good fit to the skills to be taught.
- An objective is **reasonable**. At all grade levels the objective must be developmentally appropriate to the particular age and grade level.



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Some faculties and schools develop very specific objectives at each grade level, with a great number of detailed objectives for each component. Other faculties develop broader objectives, perhaps no more than three objectives per component. Whatever the principal and faculty decide, the design of the objectives should meet the needs of the teachers and the school situation. (*Sample 5: Objectives*)

## 21 Publishing the Curriculum

When the curriculum nears completion, the faculty can review it once more, not only to correct mechanical errors, but also to see the entire work. Seeing the larger picture may help clarify component development, scope and sequence questions, and the effectiveness of the objectives.

Following this revision, a finalized copy should be published, distributed, and explained to the Board of Education, for it has been elected by the congregation to oversee the school operation.

Ultimately, this group of individuals decides whether the curriculum is to be accepted and implemented or not. The Board of Education will direct its recommendations and questions back to the faculty or to a committee of the faculty for discussion and action. After review, the faculty will send a revised copy back to the Board of Education for its final approval.

After approval by the Board of Education, copies of the curriculum can be printed and shared with parents and other school stakeholders in the congregation. This dissemination can occur in a variety of ways:

- ☞ Faculty members may present the new curriculum to the school's parent-teacher organization.
- ☞ The principal, as supervisor of instruction and curriculum, could address the voters' assembly to explain the work that has been done.
- ☞ The school can give an information sheet on the new curriculum to the parents at each grade level to show them the expectations for their children.

However the curriculum is disseminated, it is important to let the stakeholders know how the curriculum will benefit the students and how the curriculum assists the school and congregation in meeting their mission.



Finally, when a faculty has worked hard at developing curriculum, their finished product should not be left to gather dust on a shelf. Both experienced teachers and newer teachers may then forget how it is put together. In order for the curriculum to be a living document, teachers should review it annually.

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## 2J Selecting Materials and Determining Methodology

The last item to be completed in the curriculum study is really two-fold. This section will explore both how to select materials and how to determine teaching methodology.

**Selecting Materials:** Textbook review and selection is one of the last steps in the curriculum development process. The goal is to find materials that align themselves with the components and objectives the faculty has developed. A faculty can check with neighboring faculties,

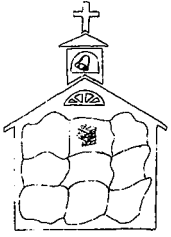
determining what materials they have used and hearing their evaluation of the materials. Faculties will also find it helpful to have sample copies of textbooks, teacher's editions, and series ancillaries to review and discuss.

**In order for the curriculum to be a living document, teachers should review it annually.**

Many times this is easier said than done. Smaller schools may find it difficult to obtain sample textbooks and materials. Solutions to this problem include

- ☞ working with other school faculties
- ☞ inviting a publisher to present a textbook series to a group of several schools
- ☞ making use of the curriculum libraries of the local public school district
- ☞ attending a textbook publisher's regional seminar

Occasionally, a faculty may discover that no published materials even come close to matching their curriculum objectives. In this case the faculty has "made do" with their present curriculum and waited until the next publishing cycle came around.



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Some faculties have developed their own materials. This is an excellent idea, and they can develop materials that exactly match what they want to accomplish. However, it is a time-consuming and challenging approach.

As teachers select materials, they will be on guard for the following:

- ⊗ **Evolutionism:** Many materials today, especially in the sciences and social studies, blatantly espouse evolutionism. This theory's premise is that God did not create the universe and all things in it, but that the universe has evolved over a period of millions of years and continues to evolve. Many times carbon dating, the work of Charles Darwin, and processes of fossilization are not treated as theory, but as fact.
- ⊗ **Humanism:** Many materials today are humanistic. All glory is given to man, not God. Humanism is extremely subtle and difficult to discern. Teachers will want to look for it especially when textbooks speak about values, values clarification, and self-esteem issues.
- ⊗ **Political correctness:** In today's political climate, many textbooks, especially reading series, strive to be politically correct. The stories attempt to achieve cultural and racial balance, illustrate a variety of family situations, and often give every indication that certain sexual orientations and ideas are permissible.
- ⊗ **False doctrine:** Some church bodies have begun producing their own textbooks and materials to counteract evolutionism, humanism, and political correctness. Although these materials are of high quality and may serve their church bodies well, they often do not agree with the doctrines of God's Word as the Christians of the Wisconsin Evangelical Lutheran Synod believe.

**Be on guard for  
evolutionism,  
humanism, political  
correctness, and false  
doctrine.**

Although these materials can be used in our schools—and many secular textbook series in reading, mathematics, language arts, science, and social studies from national publishers are—teachers will study them carefully and exercise caution when using them. The Apostle





Paul's advice to the first century believers is still appropriate today: we must take every thought and make it captive to the Word of Christ.

**Mission-focused education stresses the importance of the mission or the purpose of the congregation and school.**

**Teaching Methods:** As teachers look at the finished curriculum they need to ask themselves: What are the best teaching methods to help the students accomplish the learning objectives of this curriculum? Research in instructional strategies, teaching styles, learning styles, and uses of technology reveal a storehouse of methods available to teachers today. Some of the methods may be familiar; others may take additional learning and practice.

Because teachers will want to make use of every opportunity and means available to teach the child, the principal will urge them to think carefully about the best teaching methods to reach and teach the children.

## 2K Curriculum Development—An Alternate Model

Mission-focused education is a term used in the WELS that stresses the importance of the mission or the purpose of the congregation and school. This model demands that the curriculum be directed back to and focused on the mission of the school.


There are several steps in this cyclical model:

- Develop a mission statement and objectives
- Establish six to ten school outcomes/goals that answer the following questions:
  - ◆ What do we want our students *to do*?
  - ◆ What do we want our students *to know*?
  - ◆ What do we want our students *to be like*?
- Choose a subject area for study



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- Establish subject outcomes/goals for the school as a whole. Students should be able to demonstrate a vast majority of these outcomes; the rest will be goals.
  - ◆ What do we want our students to do in *math*?
  - ◆ What do we want our students to know in *math*?
  - ◆ What do we want our students to be like in *math*?
- Establish outcome/goals specific to each grade level
  - ◆ What do we want our students to do in math *in grade 2*?
  - ◆ What do we want our school's students to know in math *in grade 2*?
  - ◆ What do we want our school's students to be like in math *in grade 2*?
- Repeat these steps for each subject

 This model does not develop numerous specific objectives or a detailed scope and sequence for each grade level. Specific skills are listed, however, under the goals developed for each subject.

## 2L Curriculum Development and Faculty Responsibility

It's easy for the principal and teachers of a school to state that they cannot participate in curriculum development. They may feel that given their daily lesson preparation and additional duties, the process is too time-consuming. Or they may feel they do not possess enough knowledge in a certain subject area to determine what should be taught and when it should be taught. Some may resist the restrictions that following a set curriculum demands. These teachers may be hesitant to give up lessons, units, and projects they traditionally use.

Principals can help their faculties take responsibility for curriculum development in two ways. First, principals will urge their teachers to acquire as much knowledge and understanding as they can about the subject area:

- ☞ **Read professional journals** and articles related to the subject area. These publications will contain the latest research and theories concerning the subject area and methods of instruction.



- ☞ **Attend workshops** and conferences to hear national speakers who are knowledgeable in the subject area and its methodologies.
- ☞ **Discuss with other faculties** the methods and materials they use. Find out what does or does not work for them.
- ☞ **Discuss with textbook companies** and their representatives the materials they have available and the philosophies that are behind them. Most major textbooks companies will send consultants to talk and work with faculties and teachers as the time to select instructional materials gets closer.
- ☞ **Check web sites** on the Internet for resources and documents.
- ☞ **View videotapes** from reputable educational research publications.

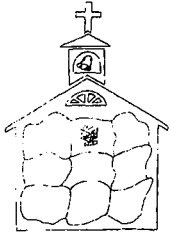
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Second, principals will help teachers take ownership of the final product of curriculum development by involving those teachers in the process. They will include all teachers in the discussion of the curriculum. They will help them work through areas of disagreement and reach consensus on what will best serve the students and the school's mission.

Sometimes after much discussion, a teacher is still not in full agreement with what has been developed. It's important for the disagreeing teacher to give support to the final product and for the other teacher(s) to recognize the differences that may exist. The importance of a team working together to provide the best Christ-centered education for the children of the school cannot be underestimated. As students, parents, and other interested observers see the members of the faculty working as a team and taking ownership of the curriculum, they too will support the final product.

## 2M Curriculum Mapping

When studying curriculum in a specific subject area, a principal will occasionally notice that two actually exist: the curriculum that has been formally developed and the curriculum that the teachers actually teach, which may not follow the officially adopted curriculum at all. For this reason some teachers feel frustrated when developing curriculum materials. They wonder, Will teachers actually use what we develop?



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A recently formulated alternative to curriculum development is curriculum mapping. The proponents of curriculum mapping describe it as a process in which information about the actual curriculum is collected using the nine- or ten-month school calendar as the basis for organization. The key thought in curriculum mapping is not what *ought to happen* in a grade over a year, but what *actually happens*. Some have described a curriculum map as a “living” curriculum because it deals with real time used by actual teachers in actual classrooms.

Curriculum mapping has several advantages:

- ☞ It encourages communication between teachers—a sharing of data, using a chart, on what is being done during a particular period of time.
- ☞ It allows a view of the “big picture”—easy integration of a curricular area within a classroom and with other grades and classrooms.
- ☞ It describes a curricular perspective both vertically and horizontally. The vertical view allows for an integration of curriculum. The horizontal view shows the sequence in which subject matter is presented and learned.

Some have described a curriculum map as a “living” curriculum because it deals with real time used by actual teachers in actual classrooms.

The curriculum map succinctly shows three types of information:

- ☞ a brief description of the **content** that is taught
- ☞ the **procedures** used to teach that content
- ☞ an **assessment** to determine whether the student has grown in that content

Schools that have used curriculum mapping have found it to be an educationally sound alternative to the traditional curriculum development approach. School faculties may find it beneficial to read and review documents and research related to curriculum mapping. (Sample 6: *Blank Curriculum Maps*; Sample 7: *Completed Curriculum Map*)



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## 2N Curriculum Differentiating

A differentiated curriculum is a curriculum that has been altered or modified in some way. A student that uses a differentiated curriculum will meet the same goals of the curriculum as the other students, but will meet these goals using different methods and approaches because of the modifications made to the curriculum.

There are several different areas in which a curriculum can be modified:

- ☑ Content Modification – The content areas of the curriculum can be altered to utilize

Abstractness  
Organization  
Complexity

Economy  
Variety  
Study of people

- ☑ Process Modification – The processes used in the curriculum can be altered to include

Higher levels of thinking  
Discovery  
Open-endedness  
Group interaction

Proof, reasoning  
Pacing  
Freedom of choice  
Variety

- ☑ Product Modification – The types of products resulting from the curriculum can be altered to include

Real problems  
Realistic evaluation

Real audiences  
Transformation

- ☑ Learning Environment Modification – Components of the learning environment can be altered to become

Student-centered  
Accepting  
Independent

Complex  
Open  
High mobility

A differentiated curriculum can be used with those students who may need the challenge of working with higher-level thinking skills. These students are self-motivated and self-directed to work by themselves



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and in group settings. They like the challenge of working with a self-selected topic within an area of study.

Many times a differentiated curriculum is used with gifted and talented students. A differentiated curriculum allows the student to meet the goals of the curriculum yet branch out within a subject area to learn more. Educational research has shown that using differentiated curriculum in a high-interest subject area with average and below-average students yields some positive results also for these students. *(Sample 8: Differentiation; Sample 9: Sample Differentiated Unit)*

## 20 Curriculum Compacting

Curriculum compacting is a method in which a student who has shown a competency in one or more areas of the curriculum is given time during the school day to pursue a more in-depth study or faster-paced learning in that curricular area. Compacting can also be used to free up time in one curricular area to pursue material at a greater depth in a different curricular area.

As teachers look at the individual students in their classrooms, they will see several reasons to consider curriculum compacting:

- ☞ Compacting allows the teacher to create a challenging learning environment for some students.
- ☞ Compacting guarantees proficiency in basic curriculum and buys time for enrichment and acceleration.
- ☞ Compacting can help a student discover the impact of independent inquiry on his or her own learning. Educational research has shown that independent inquiry and self-directed inquiry do not usually just happen but must be encouraged. Compacting provides such encouragement.

**A  
differentiated  
curriculum is  
often used  
with gifted  
and talented  
students.**

Teachers can use compacting to accommodate the special learning strengths of a child. For example, a child may be an above-average



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**Teachers can use compacting to accommodate the special learning strengths of a child.**

student in mathematics who has already demonstrated a competency in the material the class as a whole is learning. Compacting the curriculum would allow this student a chance to study some topics from the chapter in more detail or to proceed ahead of the others into more challenging material. (*Sample 10: Characteristics of the Gifted Student; Sample 11: Gifted/Talented Student Strategies; Sample 12: Developing a Philosophy for Education of Gifted/Talented; Sample 13: Principles of a Differentiated Curriculum for the Gifted/Talented*)

Teachers can determine competency in a subject area in a number of ways:

- Teacher observation and/or evaluation of a student's skill in a given area
- Discussions with the child, the child's parents, and previous teachers
- Examination of standardized test scores for the child (Some schools use compacting with a student when the student is at the level of the 95<sup>th</sup> percentile or above in a subject area.)
- Use of pretests and posttests to determine what areas of the curriculum have been mastered

Teachers will also want to observe the behavior of the student. The following actions may indicate that compacting is necessary for the student:

- Consistently finishes tasks quickly
- Finishes reading assignments first
- Appears bored during instructional time
- Consistently daydreams
- Creates puzzles, games, or diversions in class
- Brings in outside reading materials



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- Has consistently high performance in one or more academic areas
- Has test scores consistently excellent even though class work may be average or below average
- Asks questions that indicate advanced familiarity with the material
- Is sought after by other students for assistance
- Uses vocabulary and verbal expressions in advance of grade level
- Expresses interest in pursuing alternate or advanced topics

(Source: Alane J. Starko, *It's About Time*, Creative Learning Press: 1986.)

If a teacher decides to use compacting with a child, the teacher and student will want to work together to set clear goals and evaluate how effectively the student meets those goals. The evaluation allows for feedback for both teacher and student in addition to reinforcing the message to the student that independent learning is important.

(*Sample 14: Curriculum Compacting Guide*)

## 2P *Christ-Light*<sup>®</sup> Curriculum

The WELS Commission on Youth Discipleship (CYD) in conjunction with the Commission on Parish Schools (CPS) has recently published a new religion curriculum for use in WELS Lutheran elementary schools, preschools, Sunday Schools, and high schools. *Christ-Light* is the result of many years of planning.

The principal and faculty will consider several important features of *Christ-Light*.

- Christ-Light* is a **coordinated** religion curriculum. It will be necessary for the faculty to work together prior to the school year and plan how the lessons will be used during the coming school year. In prekindergarten through grade six

**The use of the  
*Christ-Light*  
curriculum in the  
school and  
congregation works  
best when all  
teachers  
communicate.**





the same lesson is to be taught at the same time. The use of the curriculum in the elementary school should also be coordinated with its use in the Sunday School.

- ☑ *Christ-Light* is a **chronological** curriculum. The lessons from the Old Testament are taught in order one year, and the lessons from the New Testament are taught in order the next year. This aspect of the curriculum needs to be coordinated with the other educational agencies of the congregation.
- ☑ *Christ-Light* is a curriculum that utilizes **parental involvement**. The lessons have been designed with take-home components to assist parents in the Christian training of their children. The faculty should make plans to annually train parents in how to use *Christ-Light*.
- ☑ *Christ-Light* encourages the memorization of **memory treasures**: Bible passages, hymns, and the Enchiridion of Dr. Martin Luther's *Small Catechism*. A scope and sequence of memory work is provided with the curriculum. The faculty will need to discuss how the memory work will be taught, used, and reviewed in your school.

The use of the *Christ-Light* curriculum in the school and congregation works best when all teachers—Lutheran elementary school, Sunday school, and Vacation Bible School—communicate. The use of the curriculum also requires a continued study of God's Word, whether by the individual teacher or by the entire faculty. Principals will encourage their teachers to use the excellent supplementary materials produced by Northwestern Publishing House to assist them in preparing and teaching their lessons.

## ***2Q Sing and Make Music Curriculum***

Under the direction of the CPS, Northwestern Publishing House has issued *Sing and Make Music (SaMM)*, a new music curriculum for WELS elementary schools written by Dr. Edward Meyer, long-time professor of music at Martin Luther College. The curriculum is based on the educational research of Jerome Bruner.

*SaMM* is published in five levels: PreK-K, grade 1-2, grade 3-4, grade 5-6, and grade 7-8. Each level contains two series of lessons, which makes the curriculum extremely flexible for the self-contained classroom as well as the multi-grade classroom. Included in the



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materials are a teacher's manual, black-line masters, and compact discs containing the songs used in that particular level.

When the principal implements this curriculum, he will want all faculty members to become familiar with the lesson content and the scope and sequence. In larger schools where more than one teacher may be working at a given level, the teachers will want to decide which set of lessons each will use. In this sense the *SaMM* curriculum is also a coordinated curriculum.

The psalmist reminds us to "sing and make music to the LORD." The *SaMM* curriculum is an important tool in helping the teachers of the WELS teach their students to sing and make music.

**The *SaMM* curriculum is an important tool in helping the teachers of the WELS teach their students to sing and make music.**

## **2R Curriculum and Extended Education Students**

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Because children have a variety of gifts and learning styles, WELS teachers today are challenged to meet the needs of both gifted and talented students as well as students who may need remedial assistance. Because of the use of inclusion in the public schools, students diagnosed as learning disabled (LD) or cognitively disabled (CD) may also be placed in WELS classrooms. While these children have the blessing of daily hearing God's Word and learning other subject matter in the light of that Word, teachers face the challenge of meeting the special educational needs of many different children.

Teachers may use curriculum differentiation and curriculum compacting with the gifted and talented child. The remedial student may require testing to determine the areas where additional assistance is needed. The scores obtained through the WELS Testing Program using the Metropolitan Achievement Tests (MAT) and the Otis-Lenon Test of School Ability (OLSAT) are a good starting point for determining a student's strengths and weaknesses. In some areas testing is available through the local public school district.



The curriculum objectives developed by the faculty also play an important part in determining how to help the remedial student. If a student did not meet all the objectives for a grade level in one school year, the student may need additional help:

- a slower pace of instruction
- alternate teaching strategies
- modified assignments
- time with a volunteer outside the classroom

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**WELS teachers today are challenged to meet the needs of both gifted and talented students as well as students who may need remedial assistance.**

Because there is not one correct way to help these students, teachers can meet their academic needs in many different ways, including methods outside of the normal procedures. If the method is based on sound educational practice and works with the child, then it is a good method to use. Current writings in educational research and practice give plenty of suggestions and applications for dealing with the diverse abilities of children today.

## **2S Curriculum Development in Early Childhood Education (ECE)**

The growth of early childhood education in the WELS today follows the trend of the growth of ECE in the public sector and other church bodies. The opportunities that are available for proclaiming the gospel through these types of educational agencies are innumerable.

The WELS is just beginning to produce workers that have been specifically trained in early childhood education, defined as the grades of prekindergarten through grade two. Included in this training are the unique features of early childhood education curriculum.

Previously, as some congregations and schools began their preschools and early childhood education programs, they simply adapted kindergarten and primary grade curriculums. Educational researchers



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suggest that rather than simply moving curriculum down to this level, teachers should produce a developmentally appropriate curriculum.

Educational research shows that children are ready for certain tasks at certain stages. To teach something to children before they are ready or able to learn it does a disservice to them. A developmentally appropriate curriculum guides teachers to teach skills only when children are ready to learn them.

A developmentally appropriate curriculum for early childhood education will have the following characteristics:

- ✦ The curriculum is designed to develop children's knowledge and skills in all content areas (language and literacy, mathematics, science, social studies, health, physical education, art, and music) and to help children establish a foundation for lifelong learning.
- ✦ The curriculum is organized and integrated so that children acquire deeper understanding of key concepts, skills, and tools of inquiry in each subject area; are able to apply their knowledge in different areas; and also understand the connections between and across disciplines.
- ✦ The content of the curriculum is integrated, so learning often occurs through engaging activities that reflect current interests of children.
- ✦ The curriculum is designed to help children acquire important skills like literacy and numeracy.

**The opportunities that are available for proclaiming the gospel through early childhood education are innumerable.**

Teachers of these young children understand how to work with a developmentally appropriate curriculum:

- ✦ Teachers are knowledgeable about the continuum of development and learning for primary-grade children in each content area, and they adapt instruction for children who are ahead of or behind age-appropriate expectations.

# Lead for Learning: Curriculum Development

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- Teachers plan and implement a coherent curriculum to help children achieve important developmental and learning goals, drawing on their knowledge of content areas, the likely interests of children of this age, and the community context.
- Teachers plan curriculum that is responsive to the specific context of children's experiences.



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(Source: *Developmentally Appropriate Practice in Early Childhood Programs*, NAEYC: 1997)

A number of organizations are available to help with developmentally appropriate practice in early childhood education. Foremost in this area is the National Association for the Education of Young Children (NAEYC). Each district of the WELS has an Early Childhood Education resource coordinator who is a part of the district's Commission on Parish Schools. The ECE Resource Coordinator is there to assist the congregations, schools, and ECE programs of each district with early childhood education. Principals will not hesitate to use their services.



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## 2T Pieces to Remember

- ✎ The principal is the supervisor of instruction in his school.
- ✎ The definition of curriculum should focus on the learner and the learning opportunities the learner will experience in the curriculum.
- ✎ The goal of our program of education is to make disciples for our Savior through the power of the Holy Spirit and to nurture the blood-bought souls of the Savior entrusted to our care.
- ✎ The curriculum is the blueprint for instruction.
- ✎ Curriculum development is a sign of a healthy school.
- ✎ Lutheran educational agencies are concerned about the best ways to prepare their students for the next century.
- ✎ A developmentally appropriate curriculum guides teachers to teach skills only when children are ready to learn them.
- ✎ The principal will let the stakeholders in the school know how the curriculum will benefit the students and how the curriculum assists the school and congregation in meeting their mission.
- ✎ The finished product should not be left to gather dust on a shelf.
- ✎ The job of curriculum development belongs to the school, not the publishers.
- ✎ Textbook review and selection is one of the last steps in the curriculum development process.
- ✎ Teachers will want to choose the best teaching methods to help the students accomplish the learning objectives of their curriculum.
- ✎ Principals will help teachers take ownership of the curriculum by involving those teachers in the development process.
- ✎ WELS teachers today are challenged to meet the needs of both gifted and talented students as well as students who may need remedial assistance.



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# Principal's Resourcebook

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## Sample 1:

### Developing a Mission Statement

For the unique purposes of our Lutheran educational agencies, the following criteria should be followed when developing the mission statement:

- The mission statement should be Christ-centered and Bible based.
- The mission statement should be interpreted as disciple-making directed by the Holy Spirit.
- The mission statement should be conducive to active Christianity.
- The mission statement should be applicable to all school activities.
- The mission statement should be attainable.
- The mission statement should be memorable for easy reference.

The Bible passages that are listed under each of the following categories can be used to help a faculty develop a mission statement.

<b>Nurture</b>	<b>Discipleship</b>	<b>Life Response</b>
Deuteronomy 4:10	Matthew 20:28	Matthew 28:18-20
Deuteronomy 5:29	Matthew 28:18-20	John 13:15
Joshua 24:14	Galatians 5:22-23	John 13:34-35
Psalms 22:23	Ephesians 5:15	John 20:21-22
Psalms 40:3	1 Thessalonians 5:17	2 Corinthians 8:3
Jeremiah 32:40	2 Thessalonians 1:3	1 John 2:6
	2 Peter 3:18	

## Sample 2:

### Developing a School Philosophy

Our Christian schools—whether early childhood education programs, Lutheran elementary schools, or Lutheran high schools—should be distinctively Christian. While we recognize that the Holy Spirit makes us distinctively Christian, we also know that we want to plan carefully so that we do not hinder his work. The school philosophy, which flows out of the school's mission statement, helps shape the distinctive Christian character, purpose, and operation.

A school's philosophy includes the guiding principles, fundamental beliefs, and viewpoints that the school follows. For the Christian school it includes the beliefs that the congregation and school hold to be true about Christian education. The philosophy can be used with all members of the congregational and school family and can also be evident on a day-to-day basis in the school.

When developing the school's philosophy, the principal will want to include as many members of the congregational and school family as possible—parents and students, teachers and pastors, and consecrated lay people of all ages and backgrounds—to increase the feeling of ownership in the school.

The following questions and Scripture references can be used to develop a distinctively Christian philosophy for the school:

#### **What are your beliefs about God—Father, Son, and Holy Spirit?**

Matthew 28:19, Matthew 3:16-17, Genesis 1, 1 Peter 5:7, John 3:16, 1 Corinthians 6:11

#### **What are your beliefs about God's Word?**

2 Timothy 3:16, John 10:35, Luke 4:32, John 17:17, Hebrews 4:12

#### **What are the two main doctrines of God's Word?**

Law: John 1:17, Romans 7:7 (mirror), Psalm 119:120 (curb), Romans 12:1-12 (guide)

Gospel: Romans 1:16, John 3:16

#### **What are your beliefs about humanity—its origin, nature, purpose, spiritual needs, individual differences, and destiny?**

Romans 2:22-23, 1 Peter 1:5, Matthew 25:14, Ephesians 2:10, Romans 12:6-8, James 1:17

#### **What are your beliefs about what God expects of a Christian in his relationship to God?**

Jeremiah 32:40, Deuteronomy 4:10, Joshua 24:14, Psalm 22:23, Deuteronomy 5:29, James 2:26

**What are your beliefs about what God expects of a Christian in his relationship to man?**

John 13:14-17, John 13:34-35, Ephesians 2:10, Romans 12

**What are your beliefs concerning discipleship development?**

Matthew 20:28, Ephesians 5:15, 2 Peter 3:18, 2 Thessalonians 1:3, 1 Thessalonians 5:17, Galatians 5:22-23

**What are your beliefs about sharing God's Word with others?**

Matthew 20:18-20, Acts 4:20, John 20:21-22

**What are your beliefs about truth?**

James 1:17, John 14:6

**What are your beliefs about knowledge?**

Proverbs 1:7, 1 Corinthians 8:1, Proverbs 2:6

**What are your beliefs about wisdom?**

Proverbs 2:6, Proverbs 2:1-5, 2 Corinthians 10:5

**What responsibility has the Lord given to Christian parents regarding the education of children?**

Deuteronomy 6:4-6

**What responsibility has the Lord given to the church regarding the education of children?**

John 21:15, Matthew 28:19

### **Sample 3:**

## **Subject Philosophies**

### **Word of God**

The Word of God is taught at St. John Lutheran School to bring the students into a closer relationship with their Savior. It provides the means whereby the children are assured of their eternal salvation and motivates the children to live a Christian life here on earth.

### **Language Arts**

Reading is the ability to understand and interpret the written word, therefore, reading is taught as a method of communication. In our spiritual life, God communicates to us through his Word to reveal his will for us in our temporal lives. Reading enables us to gain access to written ideas and knowledge of the world so we can function in this life.

The ability to read includes the ability to read critically. When confronted with any type of written material the students need to apply the truths of God's Word. As students read, they must analyze what they read and "take captive every thought and make it obedient to Christ" (1 Corinthians 10:5).

The ability to read also includes developing an appreciation for high-quality literature. There is beauty in the forms of the written word: short stories, poems, dramas, expository and narrative writing. In this day and age students will meet written materials that are of low moral or academic quality. Students at St. John Lutheran School will be led to appreciate a variety of forms and genre of high-quality literature.

The ability to read is supported by a language arts program. Here students obtain the tools needed to follow the Lord's command to teach all nations, primarily writing and speaking. We pray that our students will be like the early apostles who could not help but speak of what they had seen and heard.

Our ability to read, write, speak, and listen—in both our temporal and spiritual lives—rests on our ability to correctly use the standard methods of spelling, grammar, and usage. These methods enable us to express ourselves in a multi-media society, to help us appreciate the work of those who have gone before us, and to prepare us as we enrich succeeding generations with our writing and speaking.

### **Mathematics**

In order to make every thought captive to the Word of Christ, mathematics at St. John Lutheran School is taught in light of God's Word. Due to the increasing scientific and technological developments of our day, our children must be well-grounded in basic mathematics skills.

As children grow and mature, they can master more complex skills and a higher quantity of skills. An end result of this skill development and mastery will be survival and participation in the world, especially in the work force. Therefore, mathematics is an *equipping* subject in that it equips the child for a life's work.

But training in mathematics also has end results in mental discipline and character development: the ability to reason, the concepts of order and exactness, objectivity, correctness, honesty, and self-discipline. These qualities will direct believers as they go through life in this world and assist the believer in leading a life of faith that shows the fruits of life in Christ Jesus.

Finally, mathematical training is important as believers realize they are a steward of what the Lord has given them. We will lead our students to wise and prudent use of these gifts that they may be used to God's glory and to the very best of their abilities.

### Science

Science at St. John Lutheran School is taught in light of God's Word. Although the world may promote its philosophies of humanism and evolution as the truth, we assert that God's Word is Truth. We teach science to better understand the created world of our God, recognizing that the Lord reveals himself in nature and works through it.

The creation has been affected by sin, resulting in frustration, death, and decay. We Christians live in this sin-blemished world. Science teaches us how to be good stewards of the world the Lord has given us. Through science we learn how we have incorrectly treated the creation in the past and how we can improve on this management in the future.

Finally, we understand that our students must learn some basic fundamentals and principles of science. These will be taught in light of God's Word with every thought being made captive to the Word of Christ. All areas of learning in the science field reveal the all-powerful hand of God.

### Social Studies

Social studies is taught at St. John Lutheran School with emphasis on the following traditional areas of the social studies curriculum:

**History** is the telling of "*his* story"—learning how our heavenly Father created the world and all that is in it, how he sustains the world and has preserved it to the present day. In a study of world and American history, our students learn how they, as children of God, fit into the world and the opportunities that exist in spreading the story of God's love to all people.

**Geography** shows the wide variety of climates, landforms, and peoples the Lord has created. Here we learn of the factors that affect history and shape the world in which we live. Geography helps us understand our place in the vast number of different cultures that exist and reminds us of our calling to preach the gospel to all nations.

**Civics** is taught to prepare our children for their future role as Christian leaders in the world. We understand the gift of government that the Lord has established. Our children need to be trained as responsible citizens who can take active leadership or participator roles and in doing so serve their Lord and their country.

**Current Events** leads our students to a better understanding of the world they live in. They need to know not only how these events will affect them now and in the future, but how the events came about and the relationship of these events to the factors of history, geography, and civics. As the students study current events, they will see the great need in this world for the gospel of Jesus Christ.

### **Fine Arts**

The fine arts are the subjects of music and art. Music helps our students develop an understanding and appreciation of secular and religious songs. The children learn to use their God-given talents to praise and thank God for the many gifts he has given.

Art allows our students to express their creativity through a variety of media. Through this the children learn to appreciate the beauty of God's creation.

### **Physical Education and Sports Activities**

These are the tools by which St. John Lutheran School seeks to teach the child the usefulness of a healthy and skilled body. Through physical education a sound, alert, and trained mind will also result. Our school aims to provide practice in Christian life and conduct through these activities.



<u>Reptiles</u>										
<u>Environment</u>	I	R			R	R			M	
<u>Human Body</u>										
<u>Organs</u>	I				R	R				M
<u>Nutrition</u>	I				R	R				M
<u>Sexuality</u>	I				R	R				M
<u>Laws</u>										
<u>Motion</u>									I/M	
<u>Space/Universe</u>										
<u>Weather</u>	I			R						M
<u>Machines</u>										
<u>Measurement</u>										
<u>Movement</u>										
<u>Energy</u>										
<u>Electricity</u>										
<u>Forces</u>										
<u>Magnetism</u>										
<u>Machines</u>	I			R						

KEY: I=Introduce R=Review M=Maintenance



## Sample 5:

### Objectives

#### Language Arts

##### Objectives for Consonant/Vowel Sounds and Word Attack Skills

##### Kindergarten

The child will learn the following:

##### A. Consonant Sounds

1. The name of each letter
2. That each letter has one sound (only one sound for each consonant letter will be learned – the hard sound)
3. To say the sound of the written letters
4. To blend these letter sounds
5. To write the letter for the dictated sound
6. That double consonants say one sound
7. To match the capital and small letters

##### B. Vowel Sounds

1. The names of the five vowels
2. The short vowel sound
3. To blend the consonant and vowel to read words
4. That every word must have a vowel
5. Sight words necessary for developing reading

##### C. Sight Words

##### Grade One

The child will learn the following:

##### A. Consonants

1. All consonant sounds
2. "ck" combination
3. "le" at the end of words
4. Soft "c" and "g" sounds
5. Sound of "ng"

6. Sound of "nk"
7. Sounds of "th", "wh", "sh", and "ch"

#### B. Vowels

1. Short vowel rule
2. Long vowel rule
3. Four sounds for "ou" (out, four, soup, young)
4. Long and short sound of "oo"
5. Vowel sounds for the letter "y"

#### C. Vowel-Consonant Combinations

1. All vowels plus "r" combinations
2. Sounds of "ow" and "aw"
3. Sound of "all"
4. Rules for endings: "er", "ed", and "ing"
5. Sounds for "ay" and "ey"
6. The "tion" sound
7. Sounds of "dge" and "ge" at the ends of words

#### D. Word Attack Skills

1. Major rules of phonics (all vowel-consonant rules as listed on vowel-consonant objective sheet)
2. Word Construction Strategies
  - a. Possessives
  - b. Contractions
  - c. Compound words
  - d. Base words
  - e. Rules for suffixes
  - f. Prefixes
  - g. Plurals

#### E. Word Function

1. Noun
2. Verb
3. Adjective
4. Pronoun

## Grade Two

The child will learn the following:

### A. Review of Sound/Symbol relationships

1. Long-short vowel sounds
2. Vowel diphthongs
3. Silent letters
4. Hard and soft consonant letters
5. Consonant blends, digraphs, and clusters

### B. Language Analysis

1. Word structure
  - a. Capitalization
  - b. Rhyme
  - c. Compound words
  - d. Inflected endings
  - e. Singular/Plural
  - f. Possessives
  - g. Punctuation
  - h. Contractions
  - i. Syllabication
  - j. Comparative/Superlative
  - k. Abbreviation
  - l. Base word
  - m. Suffix/prefix
  - n. Accent
2. Word function
  - a. Multiple parts of speech
  - b. Adverb
  - c. Preposition

(N.B. – Objectives continue throughout the grades for each component of the subject.)

**Science**

Grade: Three

Component

Objective

Living things

The student will demonstrate his/her belief that God created all living things (plants and animals).

Plants

The student will identify the parts of a plant's life cycle.

The student will differentiate between different types of plants appropriate for the grade level.

Matter

The student will identify the different states of matter.

The student will identify the properties of a solid.

The student will identify the properties of a liquid.

The student will identify the properties of a gas.

The student will list and identify examples of the three states of matter.

Weather

The student will identify different types of weather as related to the seasons.

The student will collect weather data over the course of the unit and prepare the results for presentation.

Sample 6:  
Blank Curriculum Map

Curriculum Mapping Guide	Integrated Topics	A/Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May/June
Language Arts/ Reading										
Mathematics										
Science										
Social Studies										
Word of God										
Music										
Art										

Source: *Mapping the Big Picture* (ASCD) – Heidi Hayes Jacobs

## Curriculum Mapping Guide

Time Frame	CONTENT	SKILLS	ASSESSMENT
Aug/Sep			
October			
November			
December			

Source: *Mapping the Big Picture* (ASCD) – Heidi Hayes Jacobs

## Curriculum Content Map

Subject: \_\_\_\_\_

Topic/ Component	Kdg.	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
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Topic/  
Component #1

Topic/  
Component #2

Topic/  
Component #3

Source: *Mapping the Big Picture* (ASCD) – Heidi Hayes Jacobs

Sample 7  
Completed Curriculum Map  
(partial)

**Curriculum Mapping Guide**  
**Subject: Social Studies—Grade 3**

TIME FRAME	CONTENT	SKILLS	ASSESSMENT
Aug/Sep	<ul style="list-style-type: none"> <li>What is a community?</li> <li>How communities are alike/different</li> <li>Why people live in communities</li> <li>How communities help people</li> <li>Sizes of communities</li> <li>Types of communities</li> </ul>	<ul style="list-style-type: none"> <li>Globe skills</li> <li>Map skills</li> <li>scale of miles</li> <li>compass rose</li> <li>map key</li> <li>map symbols</li> <li>Reading maps</li> </ul>	<ul style="list-style-type: none"> <li>Creating a map</li> <li>Designing a model community</li> <li>Creating a 3-D scale physical community</li> <li>Writing a play describing city workers needed in the community</li> <li>Comparing/contrasting two communities</li> <li>Working with different types of maps</li> </ul>
October	<ul style="list-style-type: none"> <li>Farming communities</li> <li>Natural resources in farming</li> <li>Different types of farms</li> <li>Climate and weather factors affecting farming</li> <li>Food products from farms</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting climates and climate maps</li> <li>Reading and interpreting weather data</li> <li>Reading and interpreting resource maps</li> <li>Crop growing sequence</li> </ul>	<ul style="list-style-type: none"> <li>Creating a multi-dimensional product map</li> <li>Growing vegetables in class and plotting their growth</li> <li>Differentiating between natural resources and goods</li> </ul>
November	<ul style="list-style-type: none"> <li>Mining communities</li> <li>Types of mineral resources</li> <li>Methods of obtaining mineral resources</li> <li>Landforms</li> <li>Goods from mineral resources</li> </ul>	<ul style="list-style-type: none"> <li>Mining techniques</li> <li>Energy conservation skills</li> <li>Mineral resources/energy</li> <li>Stewardship of resources</li> </ul>	<ul style="list-style-type: none"> <li>Reading a mineral resource map</li> <li>Create a mural showing mineral resources and how they are used</li> <li>Individual energy conservation plans</li> </ul>



December

Port communities  
Types of water.  
Uses of water  
Types of port cities  
Hydroelectric power

Goods from water  
Products from lumber  
Producing/consuming  
Differentiating between types of  
water bodies

Analyzing family water usage  
How producers and consumers differ  
Water pollution control plan  
Science report on manufacturing as related  
to water usage  
Shoebox diorama construction of a port  
Oral report on port communities  
Design a travel brochure for a port city

## Sample 8:

### Differentiation

#### PACE/PLACEMENT

Compact  
Pretest

Telescoping  
Independent study

Skills grouping

#### THEME/INTERDISCIPLINARY

Big idea linking two or more thoughts

Area of study

Broad-based issue ... e.g. laws, power, helpers

#### DEPTH/BREADTH

##### Productive Skills

Fluency  
Flexibility  
Originality  
Elaboration  
Risk-taking  
Curiosity  
Divergent production  
Forecasting  
Synectics

Brainstorming  
Forced relationships  
Attribute Listing  
Fantasy  
Imagery  
Association  
Comparison  
Modification  
Adaptation

Magnification  
Minification  
Substitution  
Multiple uses  
Rearrangement  
Combination  
Reversal

##### Bloom's Higher Level Questions

Application  
Analysis  
Synthesis  
Evaluation

##### Critical Thinking Skills

Verify  
Identify ambiguity  
Determine accuracy  
Use logic  
Recognize comprehension  
Judge adequacy

Define, find a problem  
Select pertinent information  
Recognize assumptions  
Formulate hypothesis  
Draw valid conclusions  
Use creative problem-solving process

### **Research Skills**

Take notes  
Use card catalog  
Use classification key  
Take a survey  
Interview  
Analyze, interpret data

Design research method  
Outline  
Use retrieval system  
Use fiction and non-fiction  
Establish criteria to judge  
Substantiate with evidence

### **Quality Products**

Oral presentation  
Chart  
Advertisement  
Illustration  
Mural  
Map  
Cartoon  
Invention  
TV show  
Play  
Teaching a lesson  
Recommendation letter  
Editorial  
Collage  
Sculpture  
Journal/log/diary

Puzzle  
Game  
Puppet show  
Audio tape  
Video tape  
Exhibit  
Bulletin board display  
Debate  
Collection  
Newspaper  
Panel discussion  
Dance  
Pantomime  
Magazine  
Demonstration  
Flowchart

Timeline  
Computer program  
Self-evaluation  
Opinion  
Story  
Poem  
Worksheet  
Song  
News article  
Product  
Simulation  
Scrapbook  
Research report  
Set of photographs

### **Expert Processing**

Be an author  
Be an archeologist  
Be an inventor

Be a lawyer  
Be a scientist  
Be a newspaper reporter

## Sample 9:

### Sample Differentiated Unit

Unit: Weather

- Chart weather
- Learn weather terms/vocabulary
- Weather poetry/art
- Do simple weather experiments
- Learn about safety in weather

Examples of differentiated activities:

- Choose an almanac weather saying and observe the weather to find out whether it is true.
- Survey to find out what people consider "perfect" weather. Graph the results. Find places on the earth where "perfect" weather can be found.
- Watch TV weather forecasts. How often are they accurate? Which station does the best job of forecasting the weather?
- Make weather equipment and use it to measure, chart, and predict the weather.
- Make bubbles and measure how humidity affects them.
- Should we control the weather? Do a future wheel and then debate whether we should control the weather if we could.
- Design new weather symbols to use to chart the weather.
- Read the story *Cloudy with a Chance of Meatballs*. Draw a picture or write a story about what our lives would be like if our food rained down on us.
- Think about would happen if the world turned upside down and stayed that way. What would the weather in \_\_\_\_\_ be like? Would it be the same or different?

**Sample 10:**  
**Characteristics of the Gifted Student**

- A. Grasps and retains knowledge
  - 1. Comprehends meanings
  - 2. Responds quickly and accurately
  - 3. Questions critically
  - 4. Transfers learnings to new situations
  
- B. Conveys ideas effectively
  - 1. Follows logical sequence and order
  - 2. Has extensive vocabulary and uses it appropriately
  - 3. Is selective
  - 4. Is critical
  - 5. Is fluent
  
- C. Shows skill in abstract thinking
  - 1. Makes generalizations
  - 2. Senses cause and effect
  - 3. Recognizes relationships
  - 4. Understands and applies rules
  
- D. Uses wide variety of resources
  - 1. Is versatile
  - 2. Is self-reliant when meeting problems
  - 3. Is ingenious in knowing when, where, and how to seek help
  
- E. Has creative and inventive power
  - 1. Shows curiosity and originality
  - 2. Is alert to possibilities
  - 3. Enjoys experimentation
  - 4. Uses trial and error method
  - 5. Finds ways to extend ideas
  
- F. Exhibits power to work independently
  - 1. Shows ability to plan
  - 2. Shows ability to organize
  - 3. Shows ability to execute
  - 4. Shows ability to judge
  
- G. Assumes and discharges responsibility
  - 1. Shows perseverance
  - 2. Shows desire to forge ahead
  - 3. Shows will to exceed

- H. Adjusts easily to new situations
  - 1. Understands and accepts reasons for change
  - 2. Anticipates outcomes
  - 3. Maintains optimistic attitude toward new adventures
- I. Has physical competence
  - 1. Is alert
  - 2. Is active
  - 3. Is energetic
  - 4. Is free of nervous tensions
  - 5. Is generally healthy
- J. Appreciates social values
- K. Establishes favorable relationships
- L. Likes to draw or create pictures with a lot of detail
- M. Is curious
- N. Develops unique and clever responses and ideas
- O. Is adventurous and speculative—can be skeptical of an explanation
- P. Is opinionated
- Q. Has a sense of humor
- R. Collects things—especially in science—and has a lot of information on what is collected
- S. Fantasizes/imagines/daydreams
- T. Can make creative things from junk
- U. Can learn jumping from A to Z—does not need a logical sequential order

*Based on a compilation by Dr. R. Taylor*

## Sample 11

### Strategies for Meeting the Instructional Needs of Gifted Students in the Regular Classroom

#### Individualized Basics

Teachers must provide challenging learning opportunities on a daily basis. Gifted/talented students should not be exempt from learning basic skills, but their level of knowledge and/or skill upon entry to a class or unit, as well as their unique rate and pace of learning, must be considered.

- Modified drill and practice (not additional work)
- Product development
- Variety of groupings for different tasks
- Various teaching and learning styles
- Diagnostic assessments of entering skill level
- Creative teaching strategies that encourage students to work toward their potential
- Encouragement of higher level thinking through questioning and requiring application, analysis, and synthesis in the responses elicited from students
- Availability of learning centers

#### Appropriate Enrichment

Gifted/talented students need opportunities to explore areas of interest that extend beyond the basic curricular requirements. Teachers will allow them to investigate more deeply topics they find interesting, to use higher level thinking and inquiry skills, and to apply critical and creative problem-solving skills. Teachers will also allow them to engage in individual and small group projects that involve real problems.

- Curriculum integration (multi-disciplinary activities)
- Alternate level resources available for use in the classroom
- More complex application of skills
- Introduction to new knowledge and skills
- Advanced research skills
- Open-ended activities

#### Effective Acceleration

Gifted/talented students need access to teachers, mentors, and materials for advanced study that is appropriate for their experience, skills, and interests. They must be encouraged to progress at a challenging rate of instruction, avoiding unnecessary repetition of material that is already mastered. Instruction should be provided at their appropriate ability level, regardless of age or grade placement.

- Continuous progress
- Modifying skill practice

- Grouping for higher levels of instruction
- Compacting assignments and tasks
- Providing access to advanced classes

### Independence and Self-Direction

Gifted/talented students need opportunities to learn to set goals; analyze needs and resources; determine appropriate activities, their timing and complexity; follow through with their plans; create significant products; and share their efforts with appropriate audiences. They need opportunities to learn how to function effectively as autonomous learners commensurate with their abilities. Student-made contracts help them achieve these goals.

### Personal and Social Growth

The unique affective and socio-emotional needs of gifted/talented students include acceptance of their personal strengths and needs, development of a healthy and positive self-image, positive regard for learning, recognition and acceptance of needs and strengths of others, and development of moral and ethical values.

### Career Exploration and Future Orientation

Gifted/talented students need assistance in becoming aware of wide-ranging career possibilities and sources of information that they may learn about alternatives relevant to their abilities and interests. They must be able to be flexible as they consider alternative futures and their consequences.

### Co/Extra Curricular Enrichment

This is an enrichment that is above and beyond the regular curriculum. It occurs outside of the regular instructional day.

- Clubs
- Future problem solving
- Olympics of the Mind
- Academic Decathlon



**Sample 12:**

**Developing a Philosophy for Education of Gifted/Talented**

**I. Scriptural Principles of Christian Education**

**A. What do the Scriptures say is the mission of the church?**

1. Matthew 28:19-20
2. 1 Corinthians 10:31
3. Ephesians 4:1-16

**B. What should be the Christian's attitude toward the Lord and his work?**

1. 1 Corinthians 15:58
2. 1 Corinthians 14:12
3. 1 Corinthians 1:28-29
4. Acts 18:25

**C. What impact should the Lord have upon a Christian's life?**

1. 2 Corinthians 10:1-6
2. Ephesians 4:17—5:21

**D. What is the foundation of the Lutheran school's curriculum?**

1. Psalm 119:130
2. Matthew 7:24-27
3. John 8:31-32

## II. Scriptural Principles for the Education of Gifted Children

### A. What is the source of all our gifts and talents?

1. James 1:17
2. John 3:27
3. James 1:5

### B. In what manner are gifts and talents given to us?

1. Matthew 25:14-18
2. 1 Corinthians 12:11

### C. What is required in the use of our gifts and talents?

1. 1 Corinthians 4:2
2. Matthew 25:19-30

### D. What responsibility does the Christian teacher have toward the gifted and talented child?

Ephesians 4:11-13

### Sample 13:

#### **Principles of Differentiated Curriculum for the Gifted/Talented**

- Present content that is related to broad-based issues, themes, or problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related, and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic within the area of study.
- Develop independent or self-directed study skills.
- Focus on open-ended tasks.
- Develop research skills and methods.
- Integrate base skills and higher level thinking skills into the curriculum.
- Encourage the development of products that use new techniques, materials, and forms.
- Encourage the development of products that challenge existing ideas and produce “new” ideas.
- Encourage the development of self-understanding, i.e., recognizing and using one’s abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

*Source: Sandra Kaplan: National/State Leadership Training Institute on the Gifted and Talented*

**Sample 14:**  
**Curriculum Compacting Guide**

Name(s) \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Subject and/or Unit \_\_\_\_\_

Date \_\_\_\_\_

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**CURRICULUM AREA(S) TO BE CONSIDERED FOR COMPACTING**

Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.

**PROCEDURES AND EVALUATION FOR COMPACTING BASIC MATERIAL**

Describe activities that will be used to guarantee proficiency in basic curricular area(s).

**DIFFERENTIATED ACTIVITIES TO MEET CHILD'S NEEDS**

Describe acceleration and/or enrichment activities that will be used to provide advance level learning experiences.

Instructional materials: \_\_\_\_\_

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## Resources for Curriculum Development

### EDUCATIONAL RESOURCES

#### **US Department of Education**

400 Maryland Avenue, SW  
Washington, DC 20202-0498  
1-800-USA-LEARN  
[www.ed.gov](http://www.ed.gov)

### NATIONAL PROFESSIONAL ORGANIZATIONS

#### **American Council on the Teaching of Foreign Languages**

6 Executive Plaza  
Yonkers, NY 10701-6801

#### **Association for Supervision and Curriculum Development (ASCD)**

1250 N. Pitt Street  
Alexandria, VA 22314-1453  
[www.ascd.org](http://www.ascd.org)

#### **Center for Civic Education**

5146 Douglas Fir Road  
Calabasas, CA 91302-1467  
[www.civiced.org](http://www.civiced.org)

#### **Council for Exceptional Children**

1920 Association Drive  
Reston, VA 20191-1589  
1-888-CWEC-SPED  
<http://www/cec.sped.org>

#### **International Reading Association**

800 Barksdale Road  
PO Box 8139  
Newark, DE 19714-8139  
1-302-731-1600  
[www.reading.org](http://www.reading.org)

**Music Educators National Conference**

1902 Association Drive  
Reston, VA 22091  
[www.menc.org](http://www.menc.org)

**National Association of Elementary School Principals**

1615 Duke Street  
Alexandria, VA 22314  
1-800-38-NAESP  
[www.naesp.org](http://www.naesp.org)

**National Association for Secondary School Principals**

1904 Association Drive  
Reston, VA 20191  
1-703-860-0200  
[www.nassp.org](http://www.nassp.org)

**National Association for the Education of Young Children**

1509 16<sup>th</sup> Street, NW  
Washington, D.C. 20036-1426  
1-800-424-3460  
[www.naeyc.org/default.htm](http://www.naeyc.org/default.htm)

**National Association for Sports and Physical Education**

1900 Association Drive  
Reston, VA 11091  
[www.aahperd.org/naspe/naspe.html](http://www.aahperd.org/naspe/naspe.html)

**National Center for History in the Schools**

University of California at Los Angeles  
10880 Wilshire Blvd., Suite 1610  
Los Angeles, CA 90024  
[www.sscnet.ucla.edu/nehs](http://www.sscnet.ucla.edu/nehs)

**National Center for the Study of Writing and Literacy**

[www.gse.berkeley.edu/research/NCSWL/csw.homepage.html](http://www.gse.berkeley.edu/research/NCSWL/csw.homepage.html)

**National Council for Geographic Education**

1600 M. Street, NW, Suite 4200  
Washington, D.C. 20036  
www.oneonta.edu

**National Council for History Education**

26915 Westwood Road, Suite B-2  
Westlake, OH 44145-46567  
nche19@idt.net

**National Council for Teachers of Mathematics**

1906 Association Drive  
Reston, VA 22091  
www.nctm.org

**National Council on Economic Education**

432 Park Avenue South  
New York, NY 10016  
www.nationalcouncil.org

**National Middle School Association**

2600 Corporate Exchange Drive – Suite 370  
Columbus, OH 43231-1672  
1-800-528-NMSA  
<http://snow-white.gac.peachnet.edu/talk/org/edu/nmsa>

PRINTED RESOURCES FOR CURRICULUM DEVELOPMENT

**3 R's for Teachers, The Research, Reports, and Reviews**

A quarterly publication of the MASTER Teacher  
PO Box 1207  
Manhattan, Kansas 66505-1207

**Breakthrough**

Bethesda Lutheran Home and Services  
700 Hoffman Drive  
Watertown, WI 53094  
www.bethesdadainfo.org

**Christ-Light Handbook**

WELS Board for Parish Services – 1997  
Product #38-1137

**CESE Key**

Christian Educators for Special Education  
Wisconsin Lutheran College  
8800 Bluemound Road  
Milwaukee, WI 53226

**Curriculum and Instruction**

Gary Norton

A portion of the *Lutheran School Administrator's Handbook*  
The Lutheran Church – Missouri Synod School Services Department  
1333 S. Kirkwood Road  
St. Louis, MO 63122-7295  
#SO8337

**Curriculum Architecture: Creating a Place of Our Own**

Mary Louise Hawkins and M. Dolores Graham  
NMSA – 1994  
ISBN: 1-56090-081-4

**CURRICULUM GUIDES FOR SUBJECTS**

Check with your state's department of public instruction

**Curriculum Handbook**

ASCD – updated annually – available on disk  
Contact ASCD for further information

**Curriculum Planning**

Glen Hass and Forrest W. Parkay  
Allyn and Bacon – 1993  
ISBN: 0-205-14620-1

**Curriculum Update**

ASCD  
1250 N. Pitt Street  
Alexandria, VA 22314-1453



**Developing a Quality Curriculum**

Allan Glatthorn  
ASCD - 1994  
Stock #194170M43

**Developmentally Appropriate Practice in Early Childhood Education**

Sue Bredekamp and Carol Copple, Editors  
NAEYC - 1997  
ISBN: 0-935989-79-X

**Dissolving Boundaries: Toward an Integrative Curriculum**

Ed Brazee and Jody Capelluti  
NMSA - 1995  
ISBN: 1-56090-090-3

**Each One Uniquely Gifted by God - A Disability Awareness Curriculum**

Bethesda Lutheran Home and Services, Inc.  
Watertown, WI  
1997

**Educational Research Newsletter**

Reporting on the Current Research in Education  
PO Box 789  
West Barnstable, MA 02668-0789  
1-508-362-1205  
<http://www.ernweb.com>

**Hands On!**

Hands on math and science learning  
TERC  
2067 Massachusetts Avenue  
Cambridge, MA 02140  
1-617-547-0430  
[Peggy\\_Kapisovsky@TERC.edu](mailto:Peggy_Kapisovsky@TERC.edu)

**Integrating the Faith - A Teachers Guide for Curriculum in Lutheran Schools**

Rodney L. Rathmann - LCMS Board for Parish Services - 1986  
Volume 1 - Preschool and Kindergarten  
Volume 2 - Grades 1 and 2  
Volume 3 - Grade 3 and 4  
Volume 4 - Grades 5 and 6  
Volume 5 - Grades 7 and 8  
Volume 6 - Administrator's Guide

**Mapping the Big Picture**

Integrating Curriculum and Assessment K-12

Heidi Hayes Jacobs

ASCD – 1997

ISBN: 0-87120-286-7

**Middle School Curriculum, A – From Rhetoric to Reality**

James A Beane

NMSA – 19993

ISBN: 1-56090-073-3

**Standards for Quality Elementary and Middle Schools – Kindergarten through Eighth Grade**

National Association of Elementary School Principals

Copyright: 1984, 1990, and 1996

Library of Congress Catalog Card Number: 96-06 76 79

**Staying Centered: Curriculum Leadership in a Turbulent Era**

Steven Jay Gross

ASCD – 1998

Stock # 198008M43

**Student-Oriented Curriculum: Asking the Right Questions**

Wallace Alexander with Dennis Carr and Kathy McAvoy

NMSA – 1995

ISBN: 1-56090-0999-7

**Technology Pathfinder for Teachers**

Published monthly during the school year

THE MASTER TEACHER

PO Box 1207

Manhattan, Kansas 66505-1207

**Toward a Coherent Curriculum**

Edited by James Beane

ASCD – 1995

ISBN: 1042-9018

**VIP (Views, Ideas, and Practical) Administrative Solutions**

Published monthly by THE MASTER TEACHER

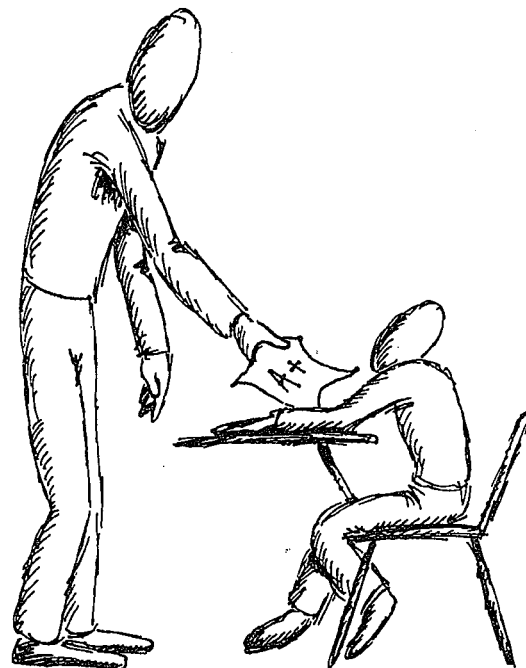
PO Box 1207

Manhattan, Kansas 66505-1207

# Chapter 3

Lead for Learning:

# Instructional Supervision







## 3A Model Christ

A supervisor of instruction has rigorous responsibilities demanding extensive knowledges, skills, and attitudes. How does he become equipped for such a task? He looks to his Savior for help and there sees a model leader. As he considers the job of supervising instruction, he may consider some leadership skills Christ demonstrated.

**Those who would lead must also know how to follow.**

Christ the supervisor submitted himself willingly to *his* supervisor. As his Father's servant, he faithfully and willingly carried out his mission. Those who would lead must also know how to follow.

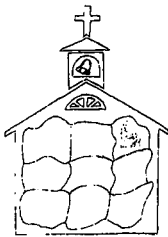
Christ served those whom he supervised. He was their minister—continuously teaching, helping, and ministering to their needs.

Christ maintained a collegial relationship with his disciples. He discussed matters with them, asking for input even though he always knew exactly what to do.

Our Savior displayed the essential qualities of a Christian leader in many other ways. All Christ's followers can imitate these behaviors:

- ☺ He treated his disciples with respect.
- ☺ He was his disciples' servant.
- ☺ He was his disciples' friend.
- ☺ He modeled the behavior he desired from his disciples.
- ☺ He listened carefully.
- ☺ He assumed a collegial relationship with his disciples.
- ☺ He gave his disciples responsibility.
- ☺ He made his disciples accountable for their behavior.
- ☺ He spoke the truth in love.

A principal may contemplate specific incidents in Scripture that demonstrate each of the listed behaviors. He may also consider other behaviors essential to good leadership and add them to the list.



Principal's Resourcebook

## 3B Utilize Faculty Talents

The principal is responsible for the supervision of instruction, but he does not have to carry out all the supervisory activities himself. Teachers trained by the principal can participate in a peer supervision program in which they visit each other's classroom and make necessary reports to the principal. In larger schools, an assistant principal can also assist the principal in classroom visits.

## 3C Supervise Teaching Informally

Through the supervision of teaching, the principal sets the tone of the school and gathers information essential to his ministry, to the faculty, and to the calling body. The most useful—and also the most time-consuming—aspect of the supervision of instruction is the classroom visit, which will be discussed in the next section.

In addition to the classroom visit, he may use other less formal methods, such as those listed below, to gather information. He should handle these informal methods carefully. A discerning principal can gather useful information without giving credence to rumors, gossip, lies, and misinformation idiosyncratic to some of the informal techniques.

- Read lesson plans
- Receive input from students
- Receive input from parents
- Receive input from janitors
- Receive input from fellow teachers
- Study standardized test results
- Study report cards
- Wander the halls during school
- Visit the classroom before and after school
- Visit the empty classrooms
- Receive input from community members

**Through the supervision of teaching, the principal sets the tone of the school.**



## 3D Analyze Teaching and Learning Formally

The principal must see the teachers teach. It is critical.

Before a program of supervision of instruction begins, the principal and faculty must develop a mutual understanding of what acceptable teaching and classroom management is. They can use the booklet Assisting Educators in Their Ministry to review commonly held beliefs. This booklet also offers suggestions for purposeful observation.

*(Sample 1)*

**The principal must see the teachers teach.**

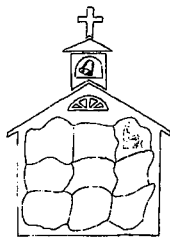
Principals will make a minimum of two formal classroom visits of each teacher annually. These formal visits will total at least one full day per school year. Ideally, principals will make a half-day visit to each teacher each semester.

At least a day before each classroom visit, the principal and teacher will meet for a pre-observational conference to discuss the purpose of the visit.

The general purpose for a classroom visit is to observe specific teaching and learning behaviors. Two specific behaviors will suffice. The visitor will naturally observe and note other behaviors, but he should concentrate on no more than two.

The following teaching and learning behaviors can be quantified and recorded:

- Levels of questions
- Wait time
- Lesson interrupters
- Distribution of questions
- Distracting habits
- Student activity
- Student participation



graffiti

These teaching behaviors can also be recorded:

- Essential elements of a lesson
- Teacher position in the classroom
- Use of a variety of procedures
- Attention of the class
- Teacher appearance
- Teacher voice

For the conferences and the visit, supervisors may use the Teacher Analysis forms of the Team Ministry Process or the Teacher Assessment form of the Teacher and Principal Performance Assessment Program (TPPAP). (*Samples 2,3*)



When making a visit, the supervisor should arrive early. He can put the teacher at ease before the visit with casual small talk. During the visit, he may check off items or quantify certain behaviors, but he should not write extensively. He should not distract the teacher or students from the teaching/learning process. He can participate in class activities if the teacher includes him.

The classroom observer will play the role of a "mirror," recording what he sees and hears without making value judgments. He will quantify, not qualify. He will objectively count and describe behaviors, not evaluate them.

A post-observational conference follows every formal classroom visit. Here the teacher and supervisor discuss the supervisor's observations and together make value judgments about what he observed. The supervisor will want to ask whether the visit occurred during a typical day in that classroom. He will allow the teacher to share what might be considered atypical incidents of the visit before discussion takes place.

**A good rule of thumb is to discuss two behaviors that are commendable and two behaviors that could be improved.**

The supervisor won't overwhelm the teacher with too many topics. A good rule of thumb is to discuss two behaviors that are commendable







and two behaviors that could be improved, establishing realistic and manageable goals for the teacher and giving new purpose for the next visit.

**He can  
make  
heroes  
of the  
teachers.**

Neither the pre-observational nor post-observational conference should extend beyond 45 minutes. If more time is needed, the supervisor should make another appointment and set a new agenda. He can begin all conferences with prayer and general commendations for what he observed. He can end conferences with a summary of the discussion and a positive comment about the entire process.

All pertinent information should be recorded, dated, and filed in the teacher's personnel file. In the file he can include copies of the analysis forms, a dated copy of the two teaching behaviors that can be improved, the list of commendable behaviors, and the teacher's reaction to the supervisor's suggestions. The teacher and the supervisor should sign all copies of the materials filed in the personnel folder.

**PERSONNEL FILES: 4D, 9H**

The supervisor will supplement the formal classroom visits with at least two informal visits per year. These are unannounced visits in which no pre-observational nor post-observational conference takes place. The teacher might prompt such a visit by inviting the supervisor to see a special class. To follow up an informal visit, the supervisor can write a personal note to the teacher with positive comments on what he observed. If he has negative comments, he will want to discuss them in a personal conference.

If the principal has delegated classroom visitation to another teacher, that teacher should give copies of all written material to the principal. The principal may attend any pre- or post-observational conferences.

The supervisor of instruction sees excellent teaching strategies and gleans good ideas from the classrooms he visits. He can make heroes of the teachers by sharing what he observed with others in faculty meetings, Church Council meetings, parent meetings, or any other public forums where the teachers' work is discussed. He can share exceptional activities with the community through the media. In these ways, he lets the teachers know their efforts are noticed and appreciated.



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The limitations of this handbook have demanded a concise summary of the supervision of instruction program. Principals can learn more by reading the many books and articles available on the subject.

## **3E Model Effective Teaching Strategies**

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The most important task of a teaching principal is teaching. He will want to become the best teacher he can be, both for his students and also for the teachers on the staff. The principal who desires to have the faculty take him seriously as the educational leader will model good teaching behaviors.

That doesn't mean the principal must be the best teacher on the staff. The best teachers are often gifted by God with natural abilities that aren't taught. It does mean the principal will continue to grow in knowledge and expertise in his profession. It means the principal is committed to improving his own skills as much as he is committed to improving the skills of the other teachers.

**The principal is committed to improving his own skills.**

## **3F Provide In-Service**

---

The principal can provide for continuous professional growth for himself and his faculty. One professional growth activity is the teacher in-service, where the faculty discusses new teaching procedures, discipline practices, and the like. The following in-service program design is proven to be effective:

- ☞ **Engage a presenter** to introduce an educational topic (method, innovation, procedure) during a late summer seminar lasting 1-3 days.
- ☞ **Encourage the teachers** to use the new methods, innovations, or procedures during the upcoming school year.
- ☞ **Schedule brief follow-up sessions** during the school year, where teachers discuss and evaluate the newly learned procedures and receive further training and encouragement.



These sessions can take place before or after school, but the best choice is during release time built into the calendar.

- ☛ **Lead the faculty in a summative evaluation** of the new procedure at the end of the school year. Then make plans for the future.

The key to the success of in-services is the ongoing training that takes place during the school year. Without that, most in-services do little more than present something interesting.

*IN-SERVICES: 6H, 9K*

## **3G Provide Professional Development Resources**

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Principals can find a wealth of professional development material in the form of educational videotapes. These tapes allow faculties to hear nationally recognized educational leaders on many different educational topics. Videos can introduce a discussion topic for a meeting or an in-service program for the whole year.

The Commission on Parish Schools has a lending library filled with such videotapes which are available to all WELS schools. The principal may also develop his own library of videos and books he finds especially valuable.

## **3H Provide Technological Support Training**

---

The rapidly changing field of technology demands special emphasis. Educators feel tremendous pressure to capture technology, use it to assist instruction, and teach it to students.

Principals must make certain essential technology is in place in the school and train teachers to use the technology meaningfully.

## **3I Encourage Continuing Education**

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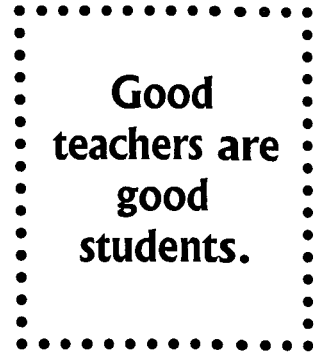
Good teachers are good students. Since teaching is not a static profession, it's imperative that teachers continue their education.



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Principals should encourage the calling body to develop a continuing education policy.

Such a policy would require minimum continuing education requirements for all teachers. A generally acceptable minimum requirement is six credits (180 hours) in educational courses (workshops, seminars, conferences) every five years. The congregation can either pay for the cost of attaining credits or give raises tied to the attainment of added credits and further degrees. When the congregation places a continuing education demand on its faculty, it must also support these efforts financially.



*CONTINUING EDUCATION: 9N*

## 3J Evaluate Leadership Effectiveness

Schools will want to engage in an evaluation of every person and committee in a leadership role. The Team Ministry Process employs excellent tools to evaluate leadership effectiveness. They should be used regularly.

The principal also provides a needed service by evaluating the leadership abilities of men on the faculty and informally training those who show such leadership capabilities. He can include these men as he carries out his administrative duties, urge them to seek further education in administration, and encourage them to carefully and prayerfully contemplate taking on leadership responsibilities as the Lord provides opportunity for them to do so. The principal can also bring capable men on his faculty to the attention of those who provide candidates to congregations.

## 3K Pieces to Remember



- ✍ The principal is the supervisor of instruction, and he can look to his Savior as a model leader.
- ✍ Through the supervision of teaching, the principal sets the tone of the school and gathers information essential to his ministry, to the faculty, and to the calling body.
- ✍ The classroom visit is a critical part of the supervision of instruction.
- ✍ The principal can also use informal ways to supervise instruction.
- ✍ The wise principal lets teachers know they are doing a good job.
- ✍ The most important task of a teaching principal is teaching.
- ✍ The principal wants to provide for continuous professional growth for himself and his faculty.

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# Principal's Resourcebook

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Griffin



Sample 1

*Assisting*  
*Educators*  
*in Their*  
*Ministry*

WELS  
PARISH  
SCHOOLS

"How to Help: Guidelines for Dealing with Problem Teachers or Administrators," by Dr. H. James Boldt and Dr. Carl J. Moser and "Procedures for improving Performance of Called Workers," developed by Wisconsin Lutheran High School, were used as a reference in developing this document. We express our appreciation to them for their assistance.

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## *Assisting Educators in Their Ministry*

### **CHAPTER ONE - PHILOSOPHY**

#### **MINISTRY**

God has commissioned His Church to make disciples of all nations through the preaching and teaching of His Word and the administration of the Sacraments. This is done as the gospel is used to reach out to unbelievers and nurture the faith of believers. WELS carries out that commission in a variety of ways and forms of ministry.

In carrying out His commission, God has privileged some men and women with the high calling of the public ministry. Those who are called into the public ministry have the responsibility to exercise that calling in a manner which glorifies God. Christians have the responsibility to support the called ministers in ways which will assist them in their ministry. This will include both admonition and encouragement. Pastors, educators (teachers and principals), and members of congregational boards have a special responsibility to uphold the high calling of the public ministry and assist colleagues perform their duties in a competent manner.

When educators receive and accept calls, they obligate themselves to serve the congregation in a competent manner which is also above reproach in all matters of faith and life. A team which works together in Christ's ministry can be powerful in support of each other and in helping the weak or erring educator. Counsel, help, and encouragement among educators are important aspects of building relationships which build bonds among educators and which benefit the ministry.

Special effort is required in building Christ-like relationships. It relies on the use of God's Word as the guide and motivator for actions of love and concern. Spirit-worked attitudes and actions build a climate of trust in which wrongs are forgiven and in which there is cooperative effort to strengthen weaknesses. Spirit-built, Christ-like relationships also establish a climate in which to deal with the problems of incompetence or error.

Pastors, educators, and board members can assist one another through an ongoing analysis of their work. The purpose of this analysis is to assist and encourage each other in achieving the Lord's purpose of making disciples for Christ and, thus, glorify God. There may be times in which efforts to assist and encourage require correction and admonition. These are also undertaken in the spirit of our mutual desire to glorify our God through our service to Him.

## ***CORRECTION***

Correction and admonition in the performance of one's ministry can be a rather sensitive issue. Some pastors and educators have taken a position that their divine call exempts them from such performance evaluation and correction. Such a view denies the Scriptural encouragement to "admonish one another" (*Colossians 3:16*) and the role of the overseer in supervising the work of those under his direction (*Fourth Commandment*). It also ignores the importance of mutual support and encouragement necessary to maintain the highest standards of quality in the public ministry. The goal of any admonition, correction, assistance, and encouragement is that we might support one another in making disciples for Christ to the glory of our God.

Christian love should serve as the guide when the performance of educators is in need of improvement. Co-workers, administrator, parents and/or board members should address problems immediately, personally, and in a spirit of loving concern for the other's performance or behavior. Problems which can be addressed early are often solved more easily. Led by the Spirit, co-workers will be able to speak to one another in love, giving and accepting correction, to resolve conflicts for the glory of God and the flourishing of His ministry. The Lord of the Church patiently and persistently works with His servants to enable them to glorify Him through their service. We will do the same one to another.

Christian love makes initial efforts at correction both personal and private. Conversations with others about problems and concerns is out of place prior to discussions with the individual educator. Guidance may be sought from other appropriate professionals - such as pastor, school counselor, circuit pastor, or district president, in confidence with regard to proper procedures to use in attempting to correct the problem.

Serious problems or crises which involve an erring teacher require immediate attention and should follow the principles of Matthew 18. The principles of Matthew 18 also make initial efforts at correction both personal and private.

## ***ADMINISTRATION***

Congregations have established a structure through which they administer their ministry. In most cases, boards of education have been elected for the establishment of school policies. It is inherent in that responsibility to adopt a procedure for assisting educators in their ministry. Administrators (principals) have been called to provide direction and leadership in our efforts to help each other serve God to the full extent of our gifts. When faculty or staff members are found to be performing their responsibilities in a less than satisfactory manner, the administration and board of education will work with them according to the procedures outlined in this document.

Assisting educators in their ministry is important for the effective carrying out of the responsibilities which God has given those in the public ministry of the gospel. It can provide great joy as the performance of ministerial responsibilities is improved. It can also bring great anxiety when incompetent performance of duties or personal errors require removal from the public ministry. In every case, the participants will call upon the Lord for guidance and trust that He will direct their loving actions in ways which will glorify Him and extend His kingdom among us.

## *Assisting Educators in Their Ministry*

### **CHAPTER TWO - PRINCIPLES**

#### **INTRODUCTION**

The principles of effective teaching and effective administration are broad based principles intended to provide supervisors with general evaluation guidelines. A listing of specific behaviors under each general evaluation guideline is intentionally avoided.

It is the responsibility of the supervisor to translate these general guidelines into specific behaviors and examples and to clearly articulate them to the educator being assisted. By doing this, specific professional behaviors can be detected, diagnosed, discussed, and evaluated in time. Developing specific behaviors and examples of such behavior will also better enable the supervisor and educator to come up with a clearer plan of action if that is needed.

#### **PRINCIPLES OF EFFECTIVE TEACHING**

##### **Preparation**

The teacher:

- a. maintains daily and long-range planning, and
- b. maintains a thorough command of the subject matter.

##### **Instruction**

The teacher:

- a. clearly states and attains lesson objectives,
- b. uses appropriate lesson procedures,
- c. presents concepts in a developmentally appropriate logical and sequential manner,
- d. when appropriate, integrates Christian truths into the lessons, and
- e. uses a variety of appropriate evaluation techniques.

### **Organization**

The teacher:

- a. organizes time efficiently,
- b. adheres to the class schedule,
- c. establishes classroom routines and procedures, and
- d. organizes instructional materials in an efficient manner.

### **Management and Discipline**

The teacher:

- a. applies Law and Gospel in guiding pupil behavior,
- b. encourages pupils to exercise self-discipline,
- c. enforces classroom control standards in a consistent and persistent manner, and
- d. carries out routines carefully.

### **Dependability**

The teacher:

- a. fulfills the obligations of the call in the classroom, and
- b. fulfills the obligations of the call in other congregational duties.

### **Relationships**

The teacher:

- a. deals with the parents and children in a loving, evangelical manner,
- b. recognizes that parents have the primary responsibility for the Christian training of their children,
- c. cooperates with co-workers,
- d. submits to the supervision of church and school administration, and
- e. interacts properly with members of the congregation.

Adapted from: Student Teaching Handbook, Dr. Martin Luther College, New Ulm, MN

## ***PRINCIPLES OF EFFECTIVE ADMINISTRATION***

### **Spiritual Leadership**

The administrator:

- a. encourages teachers in their calling,
- b. leads the faculty in regular Bible study,
- C. attends to the spiritual needs of the students,
- d. works with the pastor on spiritual needs of school families, and
- e. promotes the philosophy of team ministry.

### **Educational Leadership**

The administrator:

- a. organizes a plan for regular curriculum development,
- b. implements a program for improvement of instruction (including student evaluation),
- c. visits all classrooms regularly,
- d. encourages a plan of continuing education for all staff members,
- e. holds regular faculty and inservice meetings,
- f. is an effective teacher,
- g. ensures that the school's mission and instructional goals are communicated to everyone, and
- h. engages in strategic planning.

### **Relationships**

The administrator:

- a. communicates effectively,
- b. encourages open communication with parents and students,
- c. represents the school at board, congregational, district, and synod meetings, and
- d. promotes communication and harmony among the staff.

**Student Activities**

The administrator:

- a. works on issues related to the students' welfare,
- b. insures that student activities are coordinated and supervised, and
- c. promotes the use of the school through a program of recruitment.

**School Administration**

The administrator:

- a. supervises the physical school facility so that a proper learning environment is maintained,
- b. keeps all school records up to date, and
- c. fulfills all state, synodical, and local requirements for operation of a school.

## *Assisting Educators in Their Ministry*

### **CHAPTER THREE - PROCEDURES**

#### **INTRODUCTION**

It is the intent of these guidelines to provide systematic and God-pleasing procedures for those who have the responsibility to assist educators in their ministry. The term "educator" represents both classroom teachers and principals serving our Lord in schools of WELS. The spirit of Christian love, as well as Matthew 18, is followed by these steps.

May the guidelines be carried out in the same loving and compassionate way that our Lord Jesus deals with us. Let us all note how we love one another as we go about serving our Savior in our respective ministries.

#### **GENERAL GUIDELINES**

1. All efforts are aimed at assisting educators to improve the performance of their public ministry for the welfare of children and to the glory of God.
2. Spiritual concerns are a primary consideration. Studying appropriate portions of Scripture is an integral part of the process of assisting educators in their ministry.
3. All documentation must stress facts and observable behaviors.
4. All documentation should be dated and initialed by supervisor and educator.
5. All plans of actions should list observable behavioral outcomes.
6. Involve others in counseling and intervention procedures.
7. Summarize all meetings in writing.
8. Act to insure due process and fairness.
9. Pray for guidance and patience.
10. Always remember that the pastor is a key resource when dealing with a problem educator.
11. Always follow the Matthew 18 model when dealing with erring teachers.





## 3A Model Christ

A supervisor of instruction has rigorous responsibilities demanding extensive knowledges, skills, and attitudes. How does he become equipped for such a task? He looks to his Savior for help and there sees a model leader. As he considers the job of supervising instruction,

he may consider some leadership skills Christ demonstrated.

**Those who  
would lead  
must also  
know how to  
follow.**

Christ the supervisor submitted himself willingly to *his* supervisor. As his Father's servant, he faithfully and willingly carried out his mission. Those who would lead must also know how to follow.

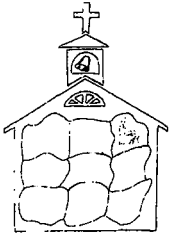
Christ served those whom he supervised. He was their minister—continuously teaching, helping, and ministering to their needs.

Christ maintained a collegial relationship with his disciples. He discussed matters with them, asking for input even though he always knew exactly what to do.

Our Savior displayed the essential qualities of a Christian leader in many other ways. All Christ's followers can imitate these behaviors:

- ☺ He treated his disciples with respect.
- ☺ He was his disciples' servant.
- ☺ He was his disciples' friend.
- ☺ He modeled the behavior he desired from his disciples.
- ☺ He listened carefully.
- ☺ He assumed a collegial relationship with his disciples.
- ☺ He gave his disciples responsibility.
- ☺ He made his disciples accountable for their behavior.
- ☺ He spoke the truth in love.

A principal may contemplate specific incidents in Scripture that demonstrate each of the listed behaviors. He may also consider other behaviors essential to good leadership and add them to the list.



graffiti

## 3B Utilize Faculty Talents

The principal is responsible for the supervision of instruction, but he does not have to carry out all the supervisory activities himself. Teachers trained by the principal can participate in a peer supervision program in which they visit each other's classroom and make necessary reports to the principal. In larger schools, an assistant principal can also assist the principal in classroom visits.

## 3C Supervise Teaching Informally

Through the supervision of teaching, the principal sets the tone of the school and gathers information essential to his ministry, to the faculty, and to the calling body. The most useful—and also the most time-consuming—aspect of the supervision of instruction is the classroom visit, which will be discussed in the next section.

In addition to the classroom visit, he may use other less formal methods, such as those listed below, to gather information. He should handle these informal methods carefully. A discerning principal can gather useful information without giving credence to rumors, gossip, lies, and misinformation idiosyncratic to some of the informal techniques.

- Read lesson plans
- Receive input from students
- Receive input from parents
- Receive input from janitors
- Receive input from fellow teachers
- Study standardized test results
- Study report cards
- Wander the halls during school
- Visit the classroom before and after school
- Visit the empty classrooms
- Receive input from community members

**Through the supervision of teaching, the principal sets the tone of the school.**

## ***Steps to Improve Instruction***

### **First Steps**

1. Present concerns about a teacher's actions or lack of actions to the educator personally and informally.
2. Discuss suggestions for improvement during the informal first meeting and establish some mutually agreed upon goals.
3. Document all actions in a journal.
4. Inform the board of education and church council of the implementation of this step.

### **Second Steps**

1. Document in writing continued evidence of need for continued improvement by the educator.
2. Consult with the local pastor, various officials and experts who could aid in diagnosing and intervening.
3. Share documented evidence with the educator and together develop an appropriate plan of action which would include specific competencies to be improved and a time frame for improvement to take place.
4. Continue to explain until the educator expresses understanding of the problem AND AGREES WITH THE PLAN OF ACTION. If no agreement can be reached then FOURTH STEPS should be implemented.
5. Agree to the documented plan of action with the educator.
6. File the plan of action.
7. Inform the board of education and church council of actions taken.

### **Third Steps**

1. Provide appropriate assistance.
2. Ascertain whether the plan of action is met by the designated time in a satisfactory manner using multiple and objective observations.
3. Document the observation and evaluation and share that documentation with the educator.
4. Document specific improvements made and future plans of action as needed.
5. Agree to the revised documented plan of action with the educator.
6. File the revised plan of action.
7. Provide appropriate assistance.
8. Repeat THIRD STEPS as needed.
9. Inform the board of education and church council of progress made.

### **Fourth Steps** (if necessary)

1. Document continued and persistent evidences of incompetency or error.
2. Share documented evidence of continued incompetency with the educator.
3. Consult the pastor and district officials.
4. Present evidence to the board of education.
5. Confront the educator with the evidence and take specific board action.
6. Take the evidence to the church council for action to be taken at a congregational meeting.
7. Inform district officials of impending congregational action.
8. Take appropriate action at the congregational meeting.
9. Inform district and synodical officials of action.

## Sample 2: Teacher Analysis - Classroom

For use during preobservation conference, classroom observation, and postobservation conferences

Teacher's Name \_\_\_\_\_ Date of preobservation conference \_\_\_\_/\_\_\_\_/\_\_\_\_

Dates of class observations \_\_\_\_/\_\_\_\_/\_\_\_\_, \_\_\_\_/\_\_\_\_/\_\_\_\_, \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of postobservation conference \_\_\_\_/\_\_\_\_/\_\_\_\_

During the postobservation conference, the observer and teacher discuss the items analyzed and record on the blank next to each item one of the following: 5, 4, 3, 2, or 1. See the following evaluation scale:

- 5 - EXCEPTIONAL - Superior
- 4 - STRONG: Above average
- 3 - SATISFACTORY: Competent
- 2 - ACCEPTABLE: Some improvement necessary
- 1 - WEAK: Much improvement necessary

### A. Classroom Instruction

#### 1. Organization and instructional plans

- \_\_\_\_ Plans in advance (daily, weekly, annually)
- \_\_\_\_ Uses the plans

#### 2. Subject matter competence

- \_\_\_\_ Knows subject matter
- \_\_\_\_ Uses supplementary information often

#### 3. Lesson instruction

- \_\_\_\_ Builds on students' understanding of subject
- \_\_\_\_ Teaches to accomplish stated objectives
- \_\_\_\_ Uses a variety of methods of instruction
- \_\_\_\_ Communicates objectives clearly to pupils
- \_\_\_\_ Adjusts instruction to meet pupil's needs
- \_\_\_\_ Uses teaching time efficiently
- \_\_\_\_ Uses a variety of teaching materials
- \_\_\_\_ Uses technology to enhance instruction

#### 4. Teaching from the scriptural view

- \_\_\_\_ Uses Scripture when teaching secular subjects
- \_\_\_\_ Uses Scripture truths appropriately

#### 5. Motivation of pupils

- \_\_\_\_ Uses Law and Gospel consistently for improving students' sanctified lives
- \_\_\_\_ Uses Law and Gospel correctly

#### 6. Evaluation of pupil progress

- \_\_\_\_ Uses various evaluation techniques to evaluate pupil progress continuously
- \_\_\_\_ Informs pupils of their progress
- \_\_\_\_ Encourages self-evaluation by pupils

#### 7. Language usage

- \_\_\_\_ Models excellent oral expression
- \_\_\_\_ Models excellent written expression
- \_\_\_\_ Uses standard English
- \_\_\_\_ Stresses students speaking and writing correctly

#### Comments:

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#### Improvement Objectives:

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### B. Classroom Management

#### 1. Management strategies

- \_\_\_\_ Engages class in constructive activity
- \_\_\_\_ Anticipates misbehavior to prevent problems
- \_\_\_\_ Informs students of rules and expectations in simple, clear manner
- \_\_\_\_ Disciplines promptly, fairly, and consistently using Law and Gospel
- \_\_\_\_ Promotes student self-discipline

#### 2 Motivation of pupils

- \_\_\_\_ Uses Law and Gospel consistently for improving students' sanctified lives
- \_\_\_\_ Uses Law and Gospel correctly

#### Comments:

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#### Improvement Objectives:

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## C. Relationships

### 1. Relationship with colleagues

- Shows love and concern to colleagues
- Listens and offers encouragement or admonition
- Submits to supervision of the principal

### 2. Relationship with students

- Shows love and concern to students
- Listens and offers encouragement or admonition

### 3. Relationship with parents

- Recognizes that parents have primary responsibility for the Christian training of their children
- Encourages and helps parents in their role
- Communicates often with parents
- Listens to parents and invites their input

### 4. Relationship with congregation

- Submits to the policies of the board of education
- Relates well to congregation members

#### Comments:

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#### Improvement Objectives:

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Teacher's Signature \_\_\_\_\_

Observer's Signature \_\_\_\_\_

## D. Personal Characteristics

### 1. Personality

- Models Christianity for peers and children

### 2. Cooperation and initiative

- Assumes responsibility for his/her calling
- Seeks/accepts suggestions for improvement

### 3. Growth

- Participates in continuing education efforts both academic and spiritual
- Attends Bible class regularly

### 4. Appearance

- Dresses neatly and appropriately

### 5. Communication skills

- Listens well
- Speaks well
- Writes well
- Organizes ideas and plans logically

#### Comments:

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#### Improvement Objectives:

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## **Teacher Analysis - Other Ministries**

### **A. Service to school and congregation outside the classroom**

#### **1. Organ playing**

Comments \_\_\_\_\_  
\_\_\_\_\_

#### **2. Choir directing**

Comments \_\_\_\_\_  
\_\_\_\_\_

#### **3. Family Ministry**

Comments \_\_\_\_\_  
\_\_\_\_\_

#### **4. Evangelism**

Comments \_\_\_\_\_  
\_\_\_\_\_

#### **5. Athletic coach**

Comments \_\_\_\_\_  
\_\_\_\_\_

#### **6. Youth leader**

Comments \_\_\_\_\_  
\_\_\_\_\_

#### **7. Band director**

Comments \_\_\_\_\_  
\_\_\_\_\_

**8. Other** \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_

**Improvement objectives:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**B. Service outside the school and/or congregation**

**1. Community**

Comments \_\_\_\_\_  
\_\_\_\_\_

**2. Public Presentations**

Comments \_\_\_\_\_  
\_\_\_\_\_

**3. Published Writer**

Comments \_\_\_\_\_  
\_\_\_\_\_

**4. School Counselor-TMP**

Comments \_\_\_\_\_  
\_\_\_\_\_

**5. Synod, District, or Other Ministries**

Comments \_\_\_\_\_  
\_\_\_\_\_

**6. Teacher Conferences**

Comments \_\_\_\_\_  
\_\_\_\_\_

Improvement objectives: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Observer's Signature \_\_\_\_\_



**Preobservation Information**

Teacher \_\_\_\_\_ Date \_\_\_ / \_\_\_ / \_\_\_ Length of time to be observed \_\_\_\_\_

Observer \_\_\_\_\_ Subjects to be observed \_\_\_\_\_

1. What will you be covering in this lesson? (Pages, topics)

2. What are the objectives of the lesson?

3. List the steps you will follow in presenting the lesson.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

4. List the instructional materials you will use.

5. How will you evaluate whether or not the children have learned what you have taught?

6. If this lesson is other than a religion lesson, how do you intend to permeate the Scriptures into the lesson?

7. List any specific things you would like me to observe.

**Relationship with Students**

Teacher \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Length of time observed \_\_\_\_\_

Observer \_\_\_\_\_ Subjects observed \_\_\_\_\_

NA = not applicable, 5 = exceptional, 4 = strong, 3 = competent, 2 = acceptable, 1 = weak

- \_\_\_\_ 1. Exercises self-control
- \_\_\_\_ 2. Shows courtesy to students and an interest in them
- \_\_\_\_ 3. Refrains from negative, sarcastic, or belittling comments or responses to or about students.
- \_\_\_\_ 4. Respects the individual God-given talents and abilities of each pupil.
- \_\_\_\_ 5. Displays students' work
- \_\_\_\_ 6. Maintains the classroom for students' comfort and enjoyment.
- \_\_\_\_ 7. Recognizes and acknowledges each student daily
- \_\_\_\_ 8. Shows concern for students' feelings
- \_\_\_\_ 9. Uses appropriate touching of students
- \_\_\_\_ 10. Acknowledges and uses student ideas or responses
- \_\_\_\_ 11. Dignifies incorrect student responses
- \_\_\_\_ 12. Accepts creative, alternative student responses
- \_\_\_\_ 13. Demonstrates enthusiasm for and interest in both the content and students
- \_\_\_\_ 14. Provides help and time for individual students as needed
- \_\_\_\_ 15. Reinforces correct behavior
- \_\_\_\_ 16. Uses the Law correctly to curb and correct sinful behavior
- \_\_\_\_ 17. Uses the Gospel correctly to motivate students toward Christian behavior

Comments

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**General Items**

Teacher \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Length of time observed \_\_\_\_\_

Observer \_\_\_\_\_ Subjects observed \_\_\_\_\_

NA = not applicable, 5 = exceptional, 4 = strong, 3 = competent, 2 = acceptable, 1 = weak

- \_\_\_\_ 1. Communicates effectively orally and in written form
- \_\_\_\_ 2. Uses correct grammar, sentence structure, mechanics, and spelling
- \_\_\_\_ 3. Uses neat, legible handwriting
- \_\_\_\_ 4. Shows poise, confidence, cheerfulness, and a sense of humor
- \_\_\_\_ 5. Displays a sincere joy for the teaching ministry
- \_\_\_\_ 6. Displays humility
- \_\_\_\_ 7. Appears well-groomed
- \_\_\_\_ 8. Dresses tastefully and neatly
- \_\_\_\_ 9. Is free from distracting mannerisms
- \_\_\_\_ 10. Demonstrates knowledge of subject matter
- \_\_\_\_ 11. Arranges the classroom so that the optimum instruction can take place
- \_\_\_\_ 12. Maintains current and topical bulletin boards and displays, some which demonstrate a Christian classroom
- \_\_\_\_ 13. Maintains adequate lighting and temperature within the limitations of the existing physical plant
- \_\_\_\_ 14. Maintains a neat and clean classroom

Comments

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**Pupil Responses**

Teacher \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Length of time observed \_\_\_\_\_

Observer \_\_\_\_\_ Subjects observed \_\_\_\_\_

Simply outline on the chart below the class you are observing (add pupils as necessary) and place a square in the position the teacher occupies most frequently. When a pupil is called upon to respond - verbally or physically - place a dash (-) on the line. If response is correct as indicated by the teacher, cross your first mark making it a plus (+). If incorrect leave your original mark. If the pupil initiates a communication (volunteers to answer without being called on or raises his hand to contribute something for which the teacher is not specifically asking) place a star (\*) in his place.

**Front**

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Studying the results: Is there an area of the classroom that might be described as "Where the action is?" Where are the "stars"? the "isolates"? Does the teacher follow a pattern in his/her questioning?

Variations on the theme: Use other categories such as receiving negative or positive teacher statements, responses lasting longer than 5 seconds, or responses indicating cognitive (thinking) or affective (feeling) dimensions of classroom behavior.

### Pupil Nonverbal Behavior

Teacher \_\_\_\_\_ Date \_\_\_ / \_\_\_ / \_\_\_ Length of time observed \_\_\_\_\_

Observer \_\_\_\_\_ Subjects observed \_\_\_\_\_

This guideline focuses solely on pupil behavior. It indicates the degree to which a pupil is responding or attending, at least overtly, to the lesson. For scoring this guideline you first determine the number of students and which students you wish to observe or as much of the class as you can comfortably score. (Each line represents the pupil's position in the classroom.) Every 30 seconds for each student classify the behavior that best fits one of the following categories. (Warning! Some pupils are very good actors.)

1. Actively participating The pupil is extremely attentive, is actively involved in discussion, is reading or writing.
2. Passively participating Pupil is sitting, listening, or watching, does not appear to be actively accepting or rejecting the activity in which he is involved.
3. Inattentive pupil The pupil is fidgety, doodling, gives the appearance of finding it difficult to sustain attention.
4. Unresponsive/withdrawn Pupil gives the appearance of having turned off the teaching-learning activity, is engaged in his own thoughts.
5. Disruptive of others Pupil is no longer involved in the lesson and actively seeks to distract others from the lesson as well.

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Studying the results: Is there a general pattern of attention? What is the attention span of a particular pupil? What part of the lesson turned them off? How did the teacher bring them back into the lesson? Did some children tune in on the critical parts of the lesson and tune out on less important parts? Is there an area in the classroom that is particularly attentive or inattentive?

Variations on the theme: Use the guideline for a small group instructional setting. Or take a random sampling of children in the classroom (every third student in a row). Or concentrate on certain children with learning problems.

### Teacher Questions

Teacher \_\_\_\_\_ Date \_\_\_ / \_\_\_ / \_\_\_ Length of time observed \_\_\_\_\_

Observer \_\_\_\_\_ Subjects observed \_\_\_\_\_

Directions: Place a tally mark on the line next to the type of question the teacher asks during the lesson or observation time.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Memory or recall
2. Comparison
3. Analysis
4. Evaluation
5. Synthesis

Comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Principles when asking questions:

1. Plan questions well.
2. Do not ask compound questions.
3. Do not use a yes/no question by itself.
4. Ask all students all levels of questions.
5. One type or level question is not superior to the other.

In the postobservation conference discuss the teacher's strengths in questioning skills. Then identify how questioning might be improved.

**Rapport/Management/Discipline**

Teacher \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Length of time observed \_\_\_\_\_

Observer \_\_\_\_\_ Subjects observed \_\_\_\_\_

NA = not applicable, 5 = exceptional, 4 = strong, 3 = competent, 2 = acceptable, 1 = weak

- \_\_\_\_\_ Christian atmosphere obvious
- \_\_\_\_\_ Pleasant, comfortable place in which to learn
- \_\_\_\_\_ Teacher is helpful and courteous to children, patient
- \_\_\_\_\_ Teacher can sympathize with child's viewpoint
- \_\_\_\_\_ Teacher instills a positive feeling
- \_\_\_\_\_ Children feel accepted
- \_\_\_\_\_ Concern shown for slow learners
- \_\_\_\_\_ Orderly classroom
- \_\_\_\_\_ Routines well established
- \_\_\_\_\_ Has full control of the class
- \_\_\_\_\_ Sets reasonable limits set for pupil behavior
- \_\_\_\_\_ Recognizes student distractions and things that interfere with learning
- \_\_\_\_\_ Handles problems in an evangelical way

**Good order during**

- \_\_\_\_\_ entrance into classroom
- \_\_\_\_\_ lesson presentation
- \_\_\_\_\_ group work
- \_\_\_\_\_ study time
- \_\_\_\_\_ exiting classroom

## Elements of Instruction

Teacher \_\_\_\_\_ Date \_\_\_ / \_\_\_ / \_\_\_ Length of time observed \_\_\_\_\_

Observer \_\_\_\_\_ Subjects observed \_\_\_\_\_

### A. Pre-lesson

1. Review
2. Development of Background
3. Transition
4. Objectives

### B.

#### The Lesson

#### 1. Style of Presentation

- Tell
- Read and Discuss
- Activity Centered
- Cooperative Learning
- Other

#### 2. Effectiveness

- Clear and sequential
- Good discussion questions
- Effective use of instructional materials
- Took advantage of opportunities to apply Scripture

#### 3. Closure

- Summarized what was taught
- Appropriate assignment



**Classroom Observation and Discussion Guide**

Teacher \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Length of time observed \_\_\_\_\_

Observer \_\_\_\_\_ Subjects observed \_\_\_\_\_

Check Observed Behaviors	Scale
_____ Pupil Attention	(H) 5 4 3 2 1 (L)
_____ Negative affect	(H) 5 4 3 2 1 (L)
_____ Positive affect	(H) 5 4 3 2 1 (L)
_____ Task orientation	(H) 5 4 3 2 1 (L)
_____ Clarity	(H) 5 4 3 2 1 (L)
_____ Enthusiasm	(H) 5 4 3 2 1 (L)

**Interpretation:**

- Pupil Attention High - All students attentive most of the time  
Low - Fewer than half attentive most of the time
- Negative affect High - Teacher made several moderately negative statements or one or more severely negative statements  
Low - No negative statements observed
- Positive affect High - Three or more instances of sincere support or regard  
Low - Absence of positive affect
- Task Orientation High - Emphasis clearly on student attainment - minimum time lost to procedural activity  
Low - Much wasted time - pointless activities and discussion
- Clarity High - Explanations easy to understand by students - questions adequately answered  
Low - Pupils often confused - teacher unable to answer pupils' questions adequately
- Enthusiasm High - Teacher is stimulating, energetic, interesting, and involved  
Low - Teacher is lethargic, dull, uninteresting, and boring

General Observations	Excellent	Good Fair	Needs Improvement	Not Observed
Classroom Ventilation	_____	_____	_____	_____
Bulletin Boards	_____	_____	_____	_____
Room Appearance	_____	_____	_____	_____
Lesson Plans	_____	_____	_____	_____
Presentation of Materials	_____	_____	_____	_____
Assignments	_____	_____	_____	_____
Discipline	_____	_____	_____	_____
Christian Atmosphere	_____	_____	_____	_____
Other _____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Other Remarks or Explanations

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**Classroom Visit Notes**

Teacher \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Length of time observed \_\_\_\_\_

Observer \_\_\_\_\_ Subjects observed \_\_\_\_\_

**A. METHODS**

- \_\_\_\_\_ lecture
- \_\_\_\_\_ discussion
- \_\_\_\_\_ student activity
- \_\_\_\_\_ study time
- \_\_\_\_\_ question and answer
- \_\_\_\_\_ media: \_\_\_\_\_
- \_\_\_\_\_ correcting papers
- \_\_\_\_\_ test/quiz
- \_\_\_\_\_ free time (disorganized)
- \_\_\_\_\_ other \_\_\_\_\_
- \_\_\_\_\_

**B. NOISE LEVEL**

- \_\_\_\_\_ quiet
- \_\_\_\_\_ purposeful noise
- \_\_\_\_\_ extraneous noise

**C. DISCIPLINE**

- \_\_\_\_\_ no student misbehavior
- \_\_\_\_\_ misbehavior dealt with appropriately
- \_\_\_\_\_ misbehavior dealt with inappropriately
- \_\_\_\_\_ misbehavior ignored

**D. TEACHER MOVEMENT**

- \_\_\_\_\_ seated at desk
- \_\_\_\_\_ standing: front of room
- \_\_\_\_\_ moved around class

**E. CLASSROOM MANAGEMENT**

- \_\_\_\_\_ directions given by teacher
- \_\_\_\_\_ students trained in procedure
- \_\_\_\_\_ student confusion

**F. POSITIVE SUPPORT**

- \_\_\_\_\_ general
- \_\_\_\_\_ specific

**Sample 3:**  
**Teacher and Principal Performance Assessment Program**  
**Teacher Assessment**

Teacher's Name \_\_\_\_\_

Social Security Number \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_ Date of Assessment

**Section One - Classroom Ministry** (*Directions: Place a rating letter [E = Exceptional: Superior; S = Strong: above average; C = Competent: Satisfactory; A = Acceptable: some improvement necessary; W = Weak: much improvement necessary] in the blank next to each main heading. Before doing that consider each description. If necessary, elaborate under "Comments."*)

\_\_\_\_\_ **Classroom Instruction**

Prepares daily and long-range plans; has command of the subject matter; considers students' instructional levels; uses Scripture when teaching secular subjects; uses effective lesson procedures; evaluates student learning

**Comments**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **Classroom Management**

Uses Law and Gospel correctly and consistently for improving students' sanctified lives; class members engage in constructive activity; organizes daily activities; maintains a positive daily routine

**Comments**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **Relationships**

Shows love and concern to students, parents, and colleagues; recognizes that parents have primary responsibility for the Christian training of their children; submits to the supervision of school and church administration; interacts properly with members of the congregation

**Comments**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ **Personal Characteristics**

Models Christianity for colleagues, parents, and children; assumes responsibility for his/her calling and strives to improve; maintains a neat and appropriate appearance; models excellent oral and written skills

**Comments**

\_\_\_\_\_  
\_\_\_\_\_

**Section Two - Service outside the school and/or congregation** (*Directions: Use these numbers: 2 - presently serving, 1 - previously served, 0 - never served.*)

- \_\_\_ 1. Conducted workshops
- \_\_\_ 2. Writer for WELS publications
- \_\_\_ 3. Student teacher supervisor

- \_\_\_ 4. Service to synod, district, other WELS agency
- \_\_\_ 5. Service to teachers conferences
- \_\_\_ 6. Member of community service organization

**Comments**

\_\_\_\_\_  
\_\_\_\_\_

**On this side of the form use the following number ratings: (high) 5, 4, 3, 2, 1, 0 (low)**

**Section Three- Grade and teaching area preferences** (Directions: Using the number rating system, mark the grades and/or area which you prefer teaching.)

Grade/Area: PreK K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17  
 Preference: \_

**Section Four - Subjects:** To be completed by those who teach in or who want to teach in a departmental elementary, secondary, or post-secondary position. (Directions: Under "A" for Ability and "P" for Preference use the number rating given a top of this page. It is not necessary to fill in every line.)

	A	P		A	P		A	P		A	P
Art	___	___	Literature	___	___	Music	___	___	Psychology	___	___
Business	___	___	As 2nd Long.	___	___	Band/Instrumental	___	___	Religion	___	___
Typing	___	___	Foreign Language	___	___	Choir Dir, Adult	___	___	Science	___	___
Accounting	___	___	German	___	___	Choir Dir, Youth	___	___	Biology	___	___
Communication	___	___	Latin	___	___	Choral	___	___	Chemistry	___	___
Drama/Forensics	___	___	Spanish	___	___	Handbells	___	___	Earth	___	___
Journalism	___	___	Language Arts	___	___	Band/Instrumental	___	___	Physical	___	___
Sign Language	___	___	Reading	___	___	Organ	___	___	Physics	___	___
Speech	___	___	Spelling	___	___	Piano	___	___	Social Studies	___	___
Computer	___	___	Writing	___	___	Physical Education	___	___	Economics	___	___
Education	___	___	Mathematics	___	___	Health	___	___	Geography	___	___
Special Ed	___	___	Algebra	___	___	Practical Arts	___	___	History	___	___
Spe Ed-Gifted	___	___	Ccalculus	___	___	Drivers' Education	___	___	Political Science	___	___
Spa Ed-Lng Diff	___	___	Geometry	___	___	Home Economics	___	___			
English	___	___	Trigonometry	___	___	Shop	___	___			
Composition	___	___									

Comments \_\_\_\_\_

**Section Five - Duties:** To be completed by all who teach. (Directions: Under "A" for Ability and "P" for Preference use the number rating given on top of this page. It is not necessary to fill in every line.)

	A	P		A	P		A	P		A	P
Administration	___	___	Cheerleading	___	___	Band/Instrumental	___	___	Staff Minister-Full	___	___
Athletic Director	___	___	Football	___	___	Choir, Adult, Dir	___	___	Administration	___	___
Class Advisor	___	___	Soccer	___	___	Choir, Children, Dir	___	___	Deaconess	___	___
Dean of Students	___	___	Softball	___	___	Handbells	___	___	Discipleship	___	___
Department Chair	___	___	Track	___	___	Organ	___	___	Education	___	___
ECE Director	___	___	Volleyball	___	___	Piano	___	___	Evangelism	___	___
Guidance	___	___	Wrestling	___	___	Counseling	___	___	Family	___	___
Librarian	___	___	Bookstore	___	___	Bible Classes, Adult	___	___	Music	___	___
Principal	___	___	Drama/Forensics	___	___	Bible Classes, Youth	___	___	Youth	___	___
Recruitment Dir	___	___	Newspaper/Yrbook	___	___	Sunday Sch Superin.	___	___	Supervision	___	___
Vice Principal	___	___	Sign Language	___	___	Sunday Sch Teacher	___	___	Dormitory	___	___
Athletics/Coaching	___	___	Computer	___	___	Vacation Bible School	___	___	Stud. Teacher	___	___
Baseball	___	___							Youth groups	___	___
Basketball	___	___									

Comments \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Principals, please retain one copy for your school's files and send one copy of this form to: *Commission on Parish Schools, 2929 North Mayfair Road, Milwaukee, Wisconsin 53222-4398, Phone 414/256-3220, FAX 414/256-3899*