

Module 1: Foundations
Management & Discipline in the Gospel-Driven Classroom
Handout

This handout accompanies the module 1 video. You can use this handout to review information on the video and record your answers to discussion. Follow along as prompted during the video.

Section 1: Growth and Discussion

Discussion 1

Consider the following sections and verses of Scripture. What are some of the principles given to us about teaching and education in the Bible?

Proverbs 22:6 Start children off on the way they should go, and even when they are old they will not turn from it.

Proverbs 13:24 ²⁴Whoever spares the rod hates their children, but the one who loves their children is careful to discipline them.

Numbers 20: 6-13 ⁶Moses and Aaron went from the assembly to the entrance to the tent of meeting and fell facedown, and the glory of the Lord appeared to them. ⁷The Lord said to Moses, ⁸“Take the staff, and you and your brother Aaron gather the assembly together. Speak to that rock before their eyes and it will pour out its water. You will bring water out of the rock for the community so they and their livestock can drink.”

⁹So Moses took the staff from the Lord’s presence, just as he commanded him. ¹⁰He and Aaron gathered the assembly together in front of the rock and Moses said to them, “Listen, you rebels, must we bring you water out of this rock?” ¹¹Then Moses raised his arm and struck the rock twice with his staff. Water gushed out, and the community and their livestock drank. ¹²But the Lord said to Moses and Aaron, “Because you did not trust in me enough to honor me as holy in the sight of the Israelites, you will not bring this community into the land I give them.” ¹³These were the waters of Meribah, where the Israelites quarreled with the Lord and where he was proved holy among them.

Ephesians 6:4 ⁴Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.

2 Timothy 2:15 Do your best to present yourself to God as one approved, a worker who has no need to be ashamed, rightly handling the word of truth.

OVER→

Galatians 5:22-23 ²² But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, ²³ gentleness and self-control. Against such things there is no law.

Philippians 4:4-6 ⁴ Rejoice in the Lord always. I will say it again: Rejoice! ⁵ Let your gentleness be evident to all. The Lord is near. ⁶ Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God.

Ephesians 4: 11-16 ¹¹ So Christ himself gave the apostles, the prophets, the evangelists, the pastors and teachers, ¹² to equip his people for works of service, so that the body of Christ may be built up ¹³ until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ. ¹⁴ Then we will no longer be infants, tossed back and forth by the waves, and blown here and there by every wind of teaching and by the cunning and craftiness of people in their deceitful scheming. ¹⁵ Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ. ¹⁶ From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work.

Titus 2:7-8 ⁷ In everything set them an example by doing what is good. In your teaching show integrity, seriousness ⁸ and soundness of speech that cannot be condemned, so that those who oppose you may be ashamed because they have nothing bad to say about us.

Matthew 20: 26b-28 Instead, whoever wants to become great among you must be your servant, ²⁷ and whoever wants to be first must be your servant— ²⁸ just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.”

1 Corinthians 15:58 ⁵⁸ Therefore, my dear brothers and sisters, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain.

James 1:5 ⁵ If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you.

Matthew 28:19-20 ¹⁹ Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, ²⁰ and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.”

Discussion 2

What do you believe the purpose of education in general (public and private) is? Does Christian education in a WELS Lutheran School overlap, coincide, or exist separately from this?

Discussion 3

Teacher / Minister of the Gospel – Explain the relationship between the goals of education and the fruits we see being produced in our teaching ministry. What is the difference between working as a teacher and serving as a called worker?

Discussion 4

Attitudes

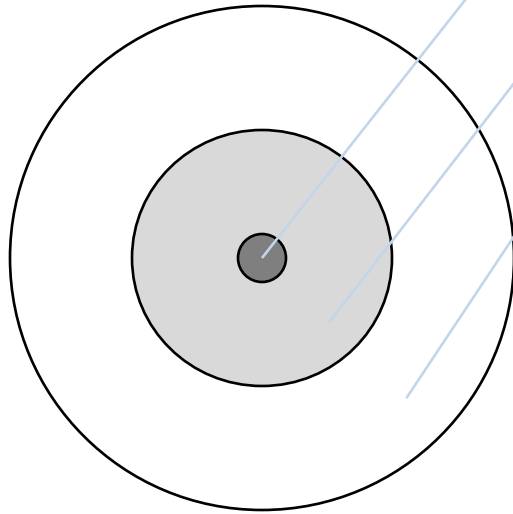
- Content AND Behavior, proactively, and in response
- No “bad” kids
- It is Process
- Expectation of mistakes → opportunity for growth
- No Excuses

Discussion 5

Label each of the following as: C – something under my direct control, I – something that I can influence, or B – beyond my control or immediate influence

- _____ Consequences for minor infractions in the classroom
- _____ Content available on Youtube
- _____ Content discussed during Parent-Teacher conferences
- _____ Nutritious and balanced diet for students
- _____ Education that students received prior to coming to your classroom
- _____ Student church attendance
- _____ Placement and arrangement of desks
- _____ Lesson plans for my classroom
- _____ Marital status of parents
- _____ Messy desks
- _____ Number of hours I sleep
- _____ Parents views on parenting
- _____ Nutritious and balanced diet for myself
- _____ Criminal record of parents
- _____ Atmosphere of my classroom
- _____ On time assignments from students
- _____ Screen time for my students in any 24 hr. period
- _____ When to discuss behavior issues with a student
- _____ Parents experience growing up
- _____ Time I spend in Bible study
- _____ Number of hours my students sleep
- _____ Parent-Teacher conference attendance
- _____ Past disciplinary actions on a student
- _____ Student volume in the hallway
- _____ The procedure for bathroom breaks
- _____ Amount of class time dedicated to community building
- _____ Traffic on the way to work
- _____ Temperature of the school milk cooler
- _____ The political climate in America
- _____ Applicability of homework
- _____ Tone and volume of my voice

Focus of concern – Largely in areas of little or no control

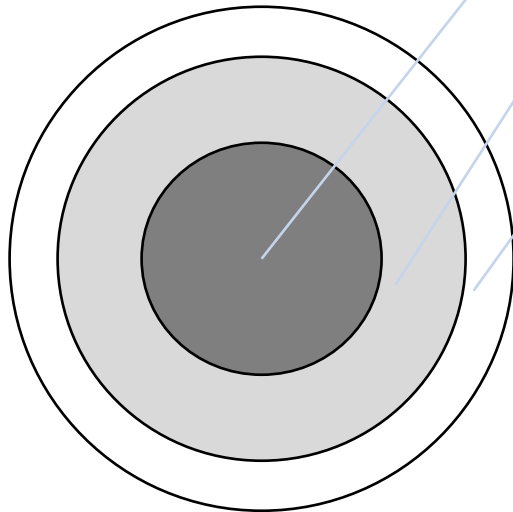


Control

Influence

Beyond

Focus of concern – Largely in areas of control and influence



Control

Influence

Beyond

Section 2: Planning and Implementation

The story that you tell yourself, that is, the way in which you perceive the actions of others, will guide your responses to them. Your internal monologue, describing any student behavior will set the tone for this response, and the words that you use to describe the situation to others can spread your perception of any given situation. The behavior of the teacher, YOU, is the single largest factor in behavior in your classroom.

As a faculty work together to establish a common vocabulary to explain your beliefs about education, and students. Clearly state your expectations for both student and teacher behavior. Examine the language that accompanies behavior and management issues. Is the way that you describe behavior in your school largely factual, a description of what you can see and hear or does it include your assumptions of what motivated a student, what they were thinking, or their general intent? If motivation, thought, or intent are a part of the discussion are they corroborated by the student's description or other observable evidence?

Work through the following examples, explaining the underlying assumption in the statement. Share a more constructive attitude with which to approach this situation. What would you say in response to this teacher?

1. "I know about management and teaching, it's these families. So many kids come from broken homes, parents aren't involved at all. What can you do?"

2. "I really do love teaching, but I have one kid who is such a problem and a bad influence on the on the good students. If it weren't for him I'd be having a great year."

3. “I have a few students who are just plain lazy, they obviously don’t care or they would be doing much better work. They don’t even care enough to hand it in on time.”

4. “Some of these kids are just hopeless, they don’t have any social skills and a few of them honestly don’t seem to know why half of what they do is even wrong. How am I supposed to teach them math when they don’t even know how to act like humans?”

Talk through a past episode of behavior or a hypothetical situation that could take place at your school, focusing on the description of events and how that framed the response.

Section 3: Reflection and Revisions

Examine classroom rules and procedures, handbooks, written material look for examples that align with the common vocabulary you established for to describe your beliefs about Christian education and how Christian teachers view their students. Develop statements for your first week of school including the phrases and concepts you have developed as a faculty.

Section 4: Extension Options

Books

Saphier, J. (2017). High Expectations Teaching. Thousand Oaks, CA: Corwin

→ Chapters 1 & 2 deal with the history of intelligence and school design in America

Haberman, M. (1995). Star teachers of children in poverty. West Lafayette, Ind.: Kappa Delta Pi.

→ Chapter 3 examines the idea of, “no excuses,” in depth.

Cassetta, G & Sawyer, B. (2051). Classroom Management Matters. Porthmouth, NH:
Heinemann