

Module 4: Link to Academic Practice
Management & Discipline in the Gospel-Driven Classroom
Handout

This handout accompanies the module 4 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 we told about the stewardship of our gifts? How do these apply to our service through teaching?

Proverbs 6:6-8 Go to the ant, you sluggard; consider its ways and be wise! It has no commander, no overseer or ruler, yet it stores its provisions in summer and gathers its food at harvest.

Proverbs 10:5 He who gathers crops in summer is a prudent son, but he who sleeps during harvest is a disgraceful son.

Matthew 6:1-4 Be careful not to practice your righteousness in front of others to be seen by them. If you do, you will have no reward from your Father in heaven. “So when you give to the needy, do not announce it with trumpets, as the hypocrites do in the synagogues and on the streets, to be honored by others. Truly I tell you, they have received their reward in full. But when you give to the needy, do not let your left hand know what your right hand is doing, so that your giving may be in secret. Then your Father, who sees what is done in secret, will reward you.

Luke 12:48b From everyone who has been given much, much will be demanded; and from the one who has been entrusted with much, much more will be asked.

Romans 12:11 Never be lacking in zeal, but keep your spiritual fervor, serving the Lord.

1 Corinthians 4:1-2 This, then, is how you ought to regard us: as servants of Christ and as those entrusted with the mysteries God has revealed. Now it is required that those who have been given a trust must prove faithful.

1 Corinthians 10:31 So whether you eat or drink or whatever you do, do it all for the glory of God.

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1 Corinthians 15:58 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.

2 Corinthians 9:6-8 Remember this: Whoever sows sparingly will also reap sparingly, and whoever sows generously will also reap generously. Each of you should give what you have decided in your heart to give, not reluctantly or under compulsion, for God loves a cheerful giver. And God is able to bless you abundantly, so that in all things at all times, having all that you need, you will abound in every good work.

Titus 1:8 Rather, he must be hospitable, one who loves what is good, who is self-controlled, upright, holy and disciplined.

1 Peter 4:10 Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms.

2 Peter 3:13-15a But in keeping with his promise we are looking forward to a new heaven and a new earth, where righteousness dwells. So then, dear friends, since you are looking forward to this, make every effort to be found spotless, blameless and at peace with him. Bear in mind that our Lord's patience means salvation,

1 John 4:19 We love because he first loved us.

Rev 1:5-6 and from Jesus Christ, who is the faithful witness, the firstborn from the dead, and the ruler of the kings of the earth. To him who loves us and has freed us from our sins by his blood, and has made us to be a kingdom and priests to serve his God and Father—to him be glory and power for ever and ever! Amen.

Discussion 2

Why are you teaching what you are teaching? Do you teach to finish the book, and teach the book that's there? Can you describe the end goals? Can you describe the step you play in the big picture of k-8?

Discussion 3

How do you display/convey objectives for your lessons? How can tell if objectives have been met? What do you do if they haven't?

Discussion 4

How do you respond if a student doesn't know an answer? How many students regularly volunteer to answer questions? Do you call on students who don't volunteer?

Discussion 5

In our Lutheran schools, the motivation of both student and teacher to do their best is the response to God's gracious love for us, and desire to be good stewards of the gifts he has given us? Why would a law framing of this motivation, say an angry lecture about how students should be better stewards to show their thanks, confuse the issue? If students weren't making good use of their time and talents, how would you address them taking care to divide law and gospel?

Discussion 6

What is the difference between formative and summative assessment and how you use each in your classroom?

Section 2: Planning and Implementation

Look through your lesson objectives. Are they appropriate to the time frame of your lessons? Are they measurable? Are they clearly stated in terms of what your students will be able to know or do at the end of the lesson? If not then, choose a subject to begin with and moving forward, begin rewriting objectives for that class. Over the summer and future years repeat the process for other classes. If you currently have strong objectives do you regularly post them for students to see? If not plan on how you can do this.

Choose one strategy to focus on try for two weeks and record results, then add a second. Ideally you will be working from a text, not just my brief description of a strategy. I'd recommend going to your school or local library to find one or two of these titles, carefully reading the section about the strategy you'd like to try before implementing it in your room.

Section 3: Reflection and Revisions

Plan a time to meet when you can reflect on the effects you see related to the changes you've made to objectives and teaching strategies?

What is the state of your curriculum? Is it time to begin a curriculum study? Do teachers new to your staff know and understand their place in the big picture?

Section 4: Extension Options

Books

Brown, D. F. (2002). *Becoming a Successful Urban Teacher*. Heinemann.

Clemons, B., & Fisher, K. (2011). *Law and Order in the classroom*. Milwaukee, WI: Northwestern Publishing House.

Johnson, D. & Johnson, R. (2008). *Cooperation in the Classroom*. Edina, MN: Interaction Book Company.

Lemov, D. (2015). *Teach like a champion 2.0: 62 techniques that put students on the path to college* (Second ed.). Jossey Bass.

Marzano, R., & Pickering, D. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, Va.: Association for Supervision and Curriculum Development.

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

Wiggins, G. & McTighe (1998). *Understanding by Design*, Alexandria, Va.: Association for Supervision and Curriculum Development.