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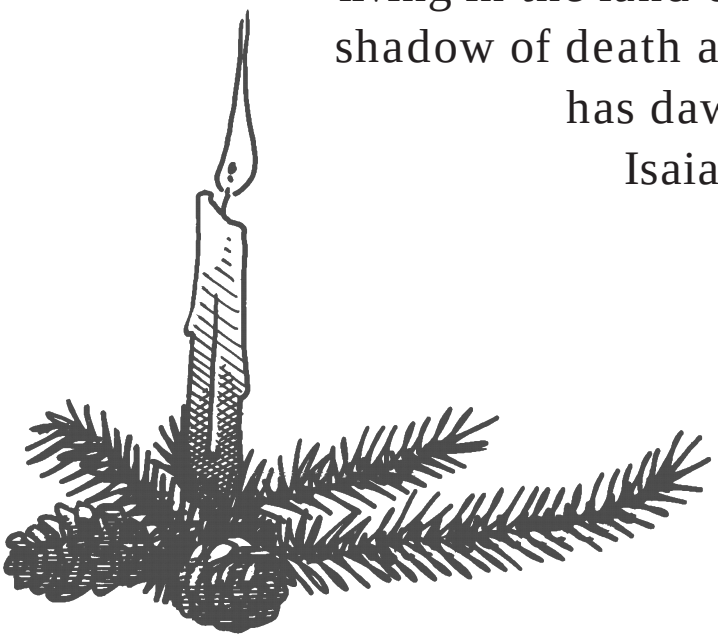
The Lutheran Educator

The WELS Education Journal

The people walking in darkness have seen a great light; on those living in the land of the shadow of death a light has dawned.
Isaiah 9:2



The Lutheran Educator

The education journal
of the Wisconsin Evangelical Lutheran Synod
edited by the faculty of Dr. Martin Luther College

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Lessons in Education from the Romans and Greeks

In the book entitled *A History of Private Life* Paul Veyn has little good to say about education in either the Greek or Roman worlds. "Roman education," he writes, "was neither formative nor utilitarian. Rather, it conferred prestige, primarily through the study of such subjects as rhetoric. In Rome the minds of little boys were decked out with rhetoric, much as in the last century the bodies of little boys were decked out with sailor suits or military uniforms."

Aren't Lutheran educators guilty of the same thing? What is formative or utilitarian about a faith and a morality that is at least a couple thousand years old? Isn't teaching the message of the Bible little more than decking out the minds of boys and girls with something that is extremely impractical in today's complex world?

For those of us who are convinced about the importance of Christian education, those questions aren't difficult to answer. As the Spirit works through the Word we teach, faith in the Savior is formed, nourished, and strengthened. There is nothing more practical for children than to know that they are God's redeemed who have the privilege of living for their Savior until their heavenly Father takes them to himself in heaven.

But now consider Veyn's criticism of Greek education: "The major difference between Greek education and Roman education," he says, "was that sport took up half the time of the Greek student. Even literary subjects were taught in a corner of the gymnasium or palestra." In addition to their preoccupation with sports, Veyn says Greek pride kept them from learning Latin or paying much attention to Roman authors such as Cicero and Virgil.

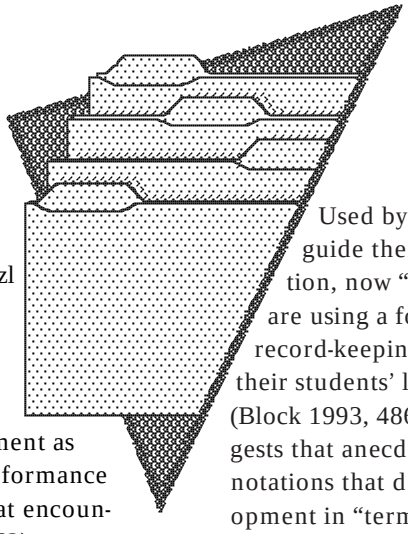
Are we preoccupied with extracurricular activities? Do we consider people whose culture and language is different from ours worth little if any space in the curriculum? Perhaps we find this criticism hitting closer to home. As valuable and even necessary as extracurricular activities may be, they dare never be allowed to crowd out academics and training for Christian life and ministry. As important as it is to study our own country and its people, this dare never be allowed to crowd out the study of people of other lands and cultures for whom Christ also died.

Livy, a Roman historian at the time of Christ, wrote that "in history you have a record of the infinite variety of human experience plainly set out for all to see; and in that record you can find for yourself and your country both examples and warnings." The ancient Greeks and Romans have something to teach us, more by way of warning than example in this instance.

MJL

Authentic Assessment in the Language Arts

Rolland R. Menk



Previous articles (Wendler 1993, Pelzl 1994) gave the definition of authentic assessment and its application in mathematics. Wendler defined authentic assessment as "assessing a student's performance in a context more like that encountered in real life" (1993, 52).

The area of language arts provides a particularly rich opportunity for teachers to apply the principles of authentic assessment. These assessment techniques are based on a theory of "natural learning" (Cambourne 1988) and they are uniquely suited for holistic language instruction.

Certainly this list of assessment procedures and techniques is not exhaustive nor are any assessment examples given for reading instruction. The teacher is invited to select those that suit his or her needs and to follow up in the references listed.

• Anecdotal records

Anecdotal records are dated, handwritten notes about a particular student, small group, or an entire class. Used by teachers in the past to guide them in day-to-day instruction, now "language arts teachers are using a formal, anecdotal record-keeping system to document their students' language progress" (Block 1993, 486). Routman (1991) suggests that anecdotal records include notations that describe language development in "terms of the learner's attitudes, strengths, weaknesses, needs, progress, learning style, skills, strategies used, or anything else that seems significant at the time of observation" (309).

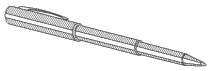
Clipboards, spiral notebooks, student notecards, post-it notes, blank mailing labels, and student file folders can be used to record information. The system a teacher uses to collect the information is not as important as finding a system that is comfortable for the teacher.

The following are guidelines to increase the effectiveness of whatever anecdotal system a teacher chooses: (1) write first thoughts—they tend to be more specific and less judgmental, (2) record observations when the educational environment is optimal, (3 be objective and nonemotional in recording information, (4) maintain a record-keeping system until the end of a grad-

ing period—but systems can be changed during the school year, and (5) begin with something positive, something the child is doing well.

• Checklists

Checklists can be effectively used for assessment and are most appropriate when teachers devise their own forms based on the needs of the student and



the teacher. "Checklists usually contain a list of the language traits for which the teacher is watching and some system to mark the occurrence or qualities of the traits when they are observed" (Cockrum & Castillo 1991, 76).

Besides keeping the teacher focused in his or her observations, checklists require a minimum of writing and allow the teacher to be consistent from one observation to another. There is, however, a danger when using checklists. Teachers may spend too much time on the list to be checked rather than documenting the student's learning.

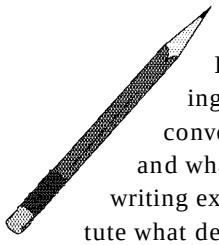
Checklists can help put students in charge of their own learning. For example, students can check their work for specific skills before handing in an assignment (Routman 1991). An editing or proofreading checklist is an instance of such a checklist

• Journals and logs

Although primarily used for instruction, journals and logs are excellent records of a student's language development and can be used for assessment. Spelling, handwriting, and writing ability may be evaluated. Journals and logs can also serve as a method of self-evaluation for writers at all levels of sophistication.

• Holistic scoring systems

Originally designed for evaluating a large number of pieces of writing—evaluating the writing programs of whole schools or school district—holistic scoring systems can be adapted for smaller groups of writers (Menk 1987). A child's piece of writing is read and given a score of one to five. Descriptors denoting how well writing conventions are used and what qualities of good writing exist in a piece constitute what determines a five or lower. The score is based on the evaluator's overall impression of the piece. "It is assumed that this overall impression is influenced by the writer's ability to use the mechanics of the language as well as the quality of the content" (Cockrum & Castillo 1991, 83).



• Writing folder

A writing folder is a collection of a student's writing that documents the child's writing development over time. The child's work for an entire grading period is retained in the folder. Teachers then use samples of work to document the following: (1) what a child does well, (2) consistent errors that

exist, and (3) changes in a child's writing style. Samples of a child's work are retained throughout the year and move with the child to the next teacher.

• Interviews

One-to-one interviews are commonly used to gather information about students. Routman (1991) suggests, "With a personal interview, you can probe a response and elicit information that reflects attitudes, strategies, preferences, and level of confidence—all in just a few minutes" (317). The information gained also helps the teacher in preparing relevant instructional goals.

Interview sheets, sometimes called surveys or questionnaires, are an alternative to the personal interview. Often used with older students, the interview sheets provide limited information because students often respond minimally in writing.

• Portfolio assessment

Portfolio assessment is one of the current directions in evaluation (Routman, 1991). Articles in professional journals talk about portfolio assessment, books are written about it, and speakers at literacy conferences instruct teachers in its implementation.

Block (1993) defines portfolio assessment as "a chronologically sequenced collection of students' work that represents their ability to make high level decisions; compare and contrast single entries of their work; and produce, perceive, as well as reflect upon their language and thinking competencies" (488).

Because students are at the center of the assessment process, portfolio assessment can be a powerful tool. "Through continued student examination, discussion, and reflection the portfolio can become a vehicle for continued growth in the learning process" (Routman 1991, 330).

"The collection of pieces is not so significant as the insights the learner has gained in choosing the pieces for the collection."

A danger in portfolio assessment is that the portfolio becomes just a collection of "things." The collection of pieces is not so significant as the insights the learner has gained in choosing the pieces for the collection. Also, for portfolio assessment to be successful, it is imperative that classrooms are collaborative communities and that the teacher has time for periodic review of portfolio contents. There is no one recipe for implementing portfolio

assessment. Useful resources are *Portfolio Portraits* (Graves & Sunstein, eds. 1992) and *Portfolio Assessment in Reading-writing Classrooms* (Tierney, Carter, & Desai 1991).

If we agree with Calkins (1994) that assessment, like writing, is a process of developing meaning, we need to consider the following guidelines when selecting language arts assessment techniques: (1) choose techniques that provide a complete literacy description of each students' strengths, (2) choose techniques that provide goals for the improvement in the students' language arts skills, (3) choose a combination of techniques that "work" for you, (4) study the information collected, letting the trends and patterns that emerge guide you in selecting techniques, (5) be willing to make adjustments in the techniques to fit your particular needs, (6) discard techniques as they outlive their usefulness, and (7) be ready to devise your own techniques as the need requires.

Calkins (1994) expresses it in this way: "It is crucial, therefore, not only that teachers invent their own assessment procedures, but that these procedures self-destruct after a limited period of time.... The goal, then, is never to have an assessment system firmly in place. Instead, it is to be engaged in an ongoing process of inventing, piloting, rethinking, learning from and revising measures of assessment" (333).

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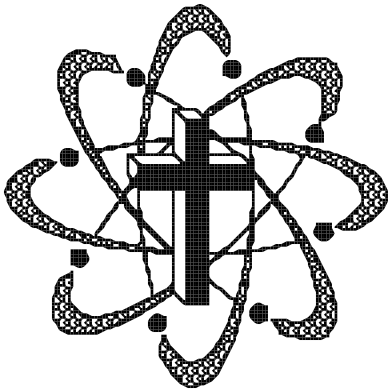
Demonstrating God's Handiwork in His Creation

Paul L. Willems



Science can help God's handiwork in his creation. Consider these facts of science. When Solomon writes, "Go to the ant, you sluggard" (Pr 6:6), our students should know how the ant can lift objects many times its own weight because of the structure of its exoskeleton which contains muscles that work on the inside of the skeleton. Students should be aware that ants work during the warm days so they can survive the storms of winter. They may also be taught how some ants cut leaves for the underground fungal gardens they tend for their food.

When God told Abraham his descendants would be as countless as the stars (Ge 22:17), do our urban students observe the few hundred stars that are visible at night in the city sky and shrug their shoulders, or do they know telescopes removed from city lights reveal more and more stars as their magnification increases? Even large star clusters and island universes of stars are revealed by larger instruments.

When Jesus spoke about the lilies of the field and the birds of the air in his Sermon on the Mount, do our students understand the life cycles of plants and the characteristics of animals that give meaning to this parable?

Job was asked many difficult science questions by God (Job 38,39). Science still does not know the answers to many of the questions that stumped Job. However, God does use science, or human wisdom, to remind all humans of his handiwork in the creation. For "...the heavens declare the glory of God; the skies proclaim the work of his hands" (Ps 19:1). He also demonstrates the wonder of the beginnings of human life. "Did you not pour me out like milk and curdle me like cheese, clothe me with skin and flesh and knit me together with bones and sinews?" (Job 10:10)

The apostle Paul told the men of Athens that the scientific method, the process of science, or human reason and logic, informs us that a god exists (Ac 17:22-28). Because of science the Psalmist wrote, "The fool says in his heart there is no God" (Ps 14:1), and the Apostle Peter wrote that scoffers are willfully ignorant of the existence of God. They will not believe even what their own minds tell them (2 Pe 3:5). When Elisha floated an axe head on water, do our students understand the significance of density and know how

Archimedes' principle applies in this miracle? Will they listen to a university geology professor explain away the destruction of Sodom and Gomorrah as a phenomenon of continental drift and volcanism in a rift valley, or have we taught them that the science of geology changed from isostasy to drift theory only about thirty years ago? Does the virgin birth of Jesus take on even more awe for our students when they understand Mary had no "y" chromosome to contribute to cause her child to be born a male? Parthenogenesis cannot explain away the miracle of our Savior's birth.

Yet human wisdom stands in sharp contrast to the dazzling light of God's wisdom as revealed to us in Scripture. It is incredible to read that free radicals, transpons, counting chromosomes, mistakes in DNA replication, and everything but sin are being used to explain aging and death. How interesting to read what Moses has to say about human lifespans in Psalm 90, and how comforting to read Exodus 20:10 which tells us a long life is a blessing from God to those who honor their parents. No, science is not perfect, but God does expect us to use our reason, or the processes of science to "solve" problems we face in this life and to "understand" his creation as he reveals it to us through scientific discoveries, just as God wants us to use our strength to "earn" the daily bread which he gives to us.

By deliberately ignoring science we may turn the inborn curiosity glowing in the minds of our students away from God's handiwork to the deeds of Satan. Then peer pressure, fashion and fads, sports heroes and money, or even drugs and sex may take over in their lives. Many young people no longer stare in wonder at a rainbow or look in awe as a tadpole becomes a frog. They have found "better" things to do.

Science can be a significant tool in the Christian classroom in this day of cooperative learning, team teaching, and outcome-based ideas. Science can foster integrated instruction for it requires the skills of mathematics, history, language arts, and even physical activity. We have been called to teach children whose mothers may be electrical engineers or whose fathers may work with calculus equations every day at their jobs. Other children may spend hours each week watching *Nova, Beakman's World,* or *Newton's Apple* on television. They may be reading magazines such as *Discover, National Geographic,* or *Scientific American.* How much confidence will such individuals place in our leadership when we do not understand the science a child of the 90s knows? WELS schools need to teach the science of the twentieth century in a Christian setting before our students begin living in the twenty-first century where science, embracing evolution, humanism, and self-centered hedonism may become more and more a part of their lives. We should not want to graduate students who fail to see God's handiwork in his creation.

We have failed our students if we do not teach the science that is accepted today or if we fail to teach our students that all science changes. Newton's laws of motion work only in inertial systems and fail in the accelerated systems we

find in turning automobiles and spinning wash machines. Centrifugal force does not exist. Einstein developed his theory of relativity in 1905 to correct Newtonian ideas about gravity and space. Do our students understand why the speed of light is the universal speed limit of material objects? We should not be afraid to use mathematics, the language of science to instruct our children. Does $F = ma$, or does $F\Delta t = \Delta m \Delta v$? And what do those little Δs mean anyway? We don't have to teach the calculus form, but we should know something about the uncertainty mathematics shows science to be. Contrary to what science textbooks may say, there is much human artistry and imagination in science. Scientific facts are not the truth, for facts cannot exist outside a conceptual framework.

Teachers should be conversant with the vocabulary of science. We should be able to talk about generators with as much authority as we talk about gerunds, explain hadrons with the same confidence that history is explained. The charmed quark and the charming story of Alice in Wonderland should both be familiar to us. Is the earth moving toward an era of global warming? Ten years ago alarmists were decrying an approaching ice age. Science education can help our students understand the limitations of science and its revolutionary changes of years gone by so they can use science as a tool and not accept its teachings with unquestioning faith.

After Sputnik the government woke up to the reality of a lack of trained science teachers and the citizenry who were not knowledgeable about science nor conversant with its handmaid, mathematics. Suddenly science became so important Congress was willing to spend money to educate teachers and to develop new mathematics and science curriculums.

> *"We have failed our students if we do not teach the science that is accepted today or if we fail to teach our students that all science changes."*

Some WELS instructors owe their advanced degrees to National Science Foundation dollars. But many WELS schools failed to encourage science among their teachers and students. Science equipment costs money. Laboratory classes appear disorderly and may be noisy. Where can our pupils learn about science if we teachers have difficulties understanding science or if we don't appreciate the value of science in our classrooms because we have not been taught these values ourselves?

Poorly trained students of science at the elementary and secondary level can hinder colleges in training future pastors and teachers in science. The situation thus becomes a self- perpetuating circle. This cycle must be broken. Many state universities require three years of high school laboratory science for admission. A program emphasizing both science and mathematics for all elementary teachers and pastors could be offered at the newly amalgamated college, Martin Luther College in New Ulm, Minnesota. Pastors are no longer the only educated people in congregations. Many professionals within WELS and ELS congregations are familiar with today's science and have skills in mathematics. Pastors need to be conversant with the language of their parishioners which today may mean mathematics, science vocabulary, and computer skills.

We Christian teachers cannot become scientists. There are too many other areas of school life that are important. We must continue to be generalists, We can, however, become better science educators. Basketball and beta particles, computers and complimentary, whole notes and life cycles all should have a place in our classrooms. All should be found in our schools so our students can grow physically, intellectually, socially, emotionally, and spiritually. We cannot work saving faith in anyone's heart, but our words and actions can hinder the work of the Holy Spirit. Our lack of enthusiasm for science teaching can have a stifling effect on the hearts and minds of our students. Their naivete can be devastating in the university classroom at the hands of a professor who is a genius, but also an atheist.

Finally let us not turn our backs on a tool that God has used to bless us. We all benefit from communication technologies which give us instant global weather information. We all reap the bounty of electricity and internal combustion engines. We enjoy healthier and longer lives than did our grandparents because of medical innovations in medication and diagnostic devices like magnetic resonance imaging and ultra sound. Synthetics surround us. God uses human science to bless us and all humans just as he sends rain on the just and on the unjust.

Let us find science worthwhile. Let's teach the whole child. Let's teach science to demonstrate God's handiwork in his creation.

Lord, how your wonders are displayed
Each time we turn our eyes,
To view the ground on which we tread
Or gaze upon the skies!
There's not a plant or flower below
But makes your glories known;
And clouds arise and tempests blow
By order from your throne.
On you each moment we depend;
If you withdraw, we die.
Oh, may we never God offend
Who is forever nigh!
(261, CW)

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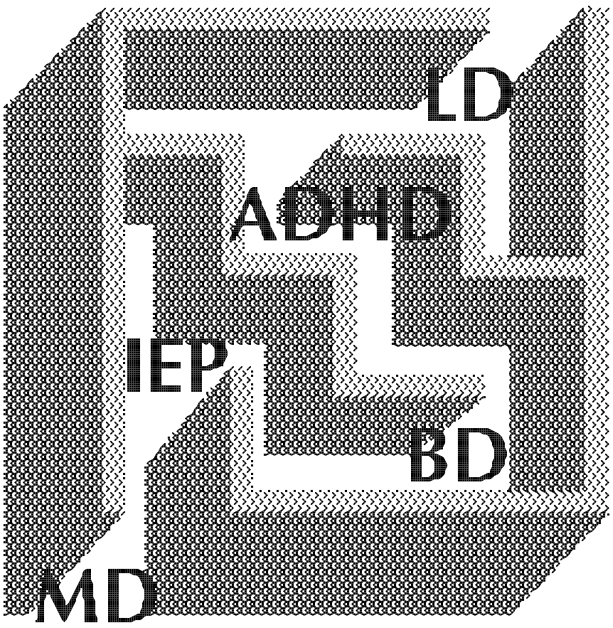
Knowing the Terminology and Helping the Child

Daryl B. Hanneman



Perhaps some of these initials are familiar to you whether you are a regular education teacher or involved with special education. Even if we are able to recognize what the initials stand for, the terms themselves are often misunderstood. If we know that LD means Learning Disability, how is that different from a Mental Disability (MD), for example? The terms used in special education are sometimes as confusing as the jargon used in law, medicine, or even regular education itself. Regular education teachers talk about "Whole Language," "Thematic Approach," "Portfolios," "ITBS," all of which may have little or no meaning to those outside the profession. Perhaps worse than having "no meaning" is the unfortunate situation where terms and labels are misunderstood by those who are trying to communicate about the needs of particular children. If Bob has a learning disability, Becky has a mental disability, and Ben has a behavior disorder (BD), they likely have different learning needs. What they all have in common is that they are children of God who need their Savior, and they have the ability to learn. We have the great privilege to be able to provide for both their temporal and eternal welfare. Bob, Ben, and Becky may learn differently than most of their peers, but they are essentially more like than unlike their peers.

The misunderstanding about special education terms and labels arises in part because states differ in their interpretation of what constitutes a disabili-

ty. Federal legislation in the "Individuals with Disabilities Education Act" (IDEA) requires that states provide a "free and appropriate" public education for children with disabilities. The federal government requires that there be a "severe discrepancy between achievement and intellectual ability" for a student to be considered learning disabled. One state may define a "severe" discrepancy differently than another. States generally consider a student with a learning disability to have at least average intellectual abilities, but once again, definitions of "average" are not uniform. A student moving from one state to another may not necessarily be considered learning disabled in the new state.

> *"What they all have in common is that they are children of God who need their Savior, and they have the ability to learn."*

If this all seems confusing—it is! The purpose of this article is to help regular education teachers interpret common terms and abbreviations used in special education. Children enroll in our schools with already identified disabilities, or we sometimes refer students for assessment whom we suspect have a disability. Regular and special education teachers need to communicate in a way that will help meet the needs of students with disabilities.

Recall that a student with a learning disability has at least "average" intellectual abilities, but academic achievement is considerably weaker than expected. Now consider the cases of Bob, Becky, and Ben.

Bob

Mrs. Smith sought the help of the Child Study Team (also known as Student Assistance Team, Teacher Assistance Team, Multidisciplinary Team, "M-Team," etc.) because she knew her student, Bob, was acquiring first-grade reading skills at a much slower rate than his peers. Mrs. Smith had tried many strategies to attempt to remediate the difficulties Bob was experiencing. After additional changes in instruction took place at the Team's recommendation, Bob's reading performance was still much weaker than expected. The CST determined a psychoeducational evaluation was needed to provide additional information which would help in designing instruction for Bob.

In the public system, and perhaps also in WELS, teachers often believe

the only way a student can get "help" is to have the student labeled as having a disability. The results of the evaluation suggested that Bob was a very bright boy, as measured by the intelligence test. His reading skills were considerably weaker than expected, however. Bob appeared to be a "classic" learning disabled youngster. When the school psychologist informed Mrs. Smith that Bob was a very bright boy, she became noticeably discouraged, thinking a "bright" boy would not receive the extra help for which she was hoping. Children with a learning disability display an inability to achieve in one or more academic areas at an expected level when compared to their intellectual abilities. Their intellectual abilities are at least in the average range. This is often misunderstood. LD children have normal intelligence, but their disability causes problems in acquiring skills in one or more areas.

Becky

An evaluation was recommended for Becky at the end of first grade. After attending pre-school, kindergarten, and most of first grade, Becky was unable to identify more than ten letters of the alphabet, had difficulty identifying colors, and did not consistently spell her name correctly. She had much difficulty learning new routines in school and needed frequent prompting on what she was supposed to do. Her parents described how she walked and talked much later than their other children and seemed to lack "common sense" in everyday situations. The evaluation suggested that Becky's intellectual abilities were much weaker than most of her same-age peers, and her adaptive behavior (getting along in the real world) was like that of a four-year-old child.

Becky does not present a profile of an LD student because her intellectual abilities do not appear to be in the "normal" range. Some states might consider Becky eligible for special services based on mental retardation (MR) or a mental disability (MD), depending on the state's criteria. Those children whose intellectual abilities are below average must also display deficits in adaptive behavior in order to be eligible for special services.

Ben

Ben was refereed for an evaluation because his behavior interfered with learning and interpersonal relation-

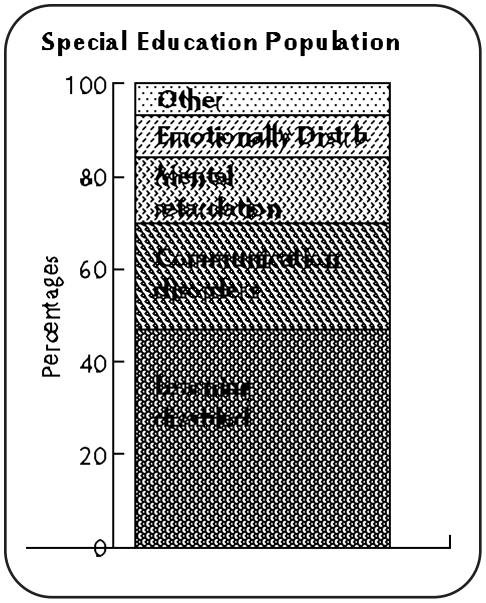
ships. He refused to comply with teacher instructions and was physically aggressive toward peers. His mother considered him to be her "challenge," and found it very difficult to manage his behavior at home. Ben had no friends at school because he was so aggressive and neighborhood children tended to stay away from him. Numerous interventions were implemented at school with only moderate change in Ben's behavior and for only a short time. Ben's intellectual abilities were estimated to be in the average range, based on his vocabulary and ability to answer questions, but he refused to complete any formal assessment activities. His academic skills were thought to be satisfactory because he could retell stories he had read and was very good at figuring out math problems with a calculator.

Although Ben was doing poorly in school, his difficulties were primarily related to behavior, not low intellectual abilities or a learning disability. Ben would likely be considered as having a behavior disability (BD) or be considered emotionally disturbed (ED), or seriously emotionally disturbed (SEM), depending on the state in which he lived.

These three situations describe different factors which affect the child's ability to learn. When we communicate with others about children who are experiencing difficulty in school, it is important to avoid using terms of questionable validity. A child who does very poorly in math may not necessarily be learning disabled, so we would avoid saying the youngster has a learning disability in math unless a multidisciplinary team has made and documented that determination.

Labels themselves cause much debate. Some educators and parents believe labeling children focuses attention on people's general weaknesses, on what they cannot do. They also believe that being "labeled" creates a basis for a poor self-concept. These and other issues related to labeling will continue to be debated, but discussing the pros and cons of labeling students can detract from our purpose of meeting the needs of those students, whether they are labeled or not. In the public system, labeling does make it easier for professionals to communicate (definition problems not withstanding), and special services are often available to those who are labeled.

A word about "special services" may be in order here. Special education is going through major "growing" or "dying" pains, depending on your view of current trends. Many educational reform movements are underway throughout the country, and many of them include the need for special education change (see Reynolds 1989). When special education began to flourish in the 70s, it was assumed that separating special children from those without disabilities was appropriate because (1) they generally function at lower levels than others; (2) they acquire information and develop skills at different rates; (3) different techniques, procedures, and methods must be arranged to instruct them; and (4) many of them should be taught different skills and behavior than those offered their non-



handicapped peers.

Actually, each of the above assumptions has its skeptics, but it is important to know that, at least for mildly handicapped youngsters, special education classes may not be the "best" environment for instruction (Goodlad & Lovitt 1993). Our WELS schools provide excellent instruction for regular education students, and they can provide appropriate instruction for special needs students as well.

When a child with an identified disability enrolls in an WELS school, he or she will almost certainly have an Individualized Education Program (IEP). If the IEP is not transferred from the previous school, the child's parents should have a copy. The IEP is a written statement, developed specifically for each child with a disability. It is developed at a meeting with parents, educators, and other school-related personnel. The IEP may be helpful to the child's new teacher because it will state the child's present level of educational performance and annual goals, two things which are sometimes helpful. Although the IEP is a legal document requiring services when a child is enrolled in a public school, sometimes services can be provided by a public school when the child is enrolled in a WELS school. The regular education teacher and the special education teacher will need to communicate so the child's instructional goals can be coordinated. This is unfortunately not always the case, even when a special needs child receives instruction solely in the public school.

If special education services continue to be provided by the public school while the student is enrolled in a WELS school, a reevaluation of educational needs will be conducted by the public school at least on a yearly basis. It may be helpful for the child's regular education teacher to attend. The parents will be notified when the reevaluation will take place and the teacher can ask to be notified as well, or the parents let the teacher know when they receive their invitation.

Although determining the prevalence of disabilities is difficult, in part due to definition problems mentioned earlier, the four disabilities comprising the largest percentage of the special education population are Learning Disabilities (47%), Communication Disabilities (23%), Mental Retardation (14%), and Emotionally Disturbed (9%). The remaining 7% of the total special education population includes

preschool children as well as children with physical handicaps and other health impairments (United States Department of Education 1993).

When regular education teachers communicate with others about a special needs child, terms and labels can get in the way of the main purpose of Lutheran schools: to provide for the child's spiritual as well as educational needs. Special education does not have all the answers to what is "best" for children experiencing difficulty. Usually, what is good instruction is good instruction regardless of a child's abilities. Modifications in methods, materials, and scope of instruction are needed for children with disabilities, but Lutheran school teachers do that anyway with children of varying abilities and behaviors they have in "regular" education.

> *"Usually, what is good instruction is good instruction regardless of a child's abilities."*

Special education terms can be confusing, but the work we have to do is less complex than it may seem when trying to translate special education terms. Special needs students need Christian teachers who love to share the love of Jesus. We can change instruction to meet individual needs, and he who does not change will bless our efforts.

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Special Education Terms

ADHD Attention Deficit Hyperactivity Disorder Characteristics of this disorder include inappropriate levels of inattention, impulsiveness, and hyperactivity.

BD/ED/SED Behavior Disorder/Emotionally Disturbed/Seriously Emotionally Disturbed The primary factor contributing to the child's difficulty is due to inappropriate behavior. The frequency, intensity, and duration of the behavior must adversely affect educational performance.

CD Communication Disorder (sometimes CD is used to mean "Conduct Disorder," which is a psychiatric classification and type of behavior disorder). Communication disabilities are impairments in articulation, language, voice, or fluency. Speech and language disabilities are separate disorders under Communication Disorder.

LD/SLD Learning Disability/Specific Learning Disability The child must demonstrate at least average intellectual abilities, but one or more of the following skills are very much weaker than expected: oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematics calculation, or mathematics reasoning.

MD/MR Mental Disability/Mental Retardation The child's intellectual abilities must be considerably below average (usually 2%ile or lower) and his or her adaptive behavior (everyday living skill) must also be considerably below average.

LRE Least Restrictive Environment The law requires that children with disabilities be educated with the least amount of restrictions to the general education program.

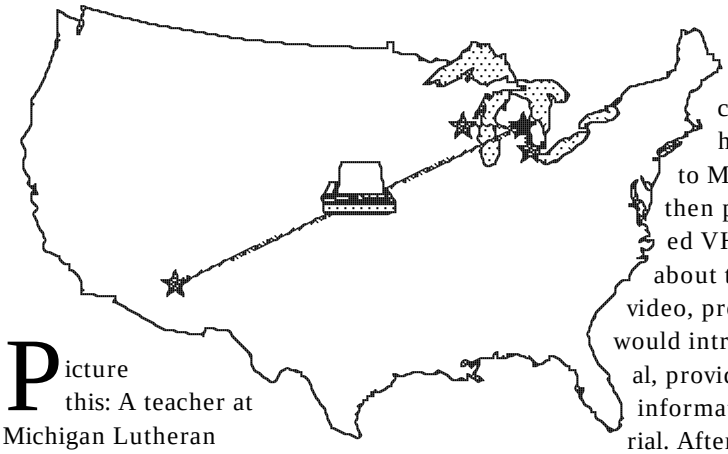
IDEA Individuals with Disabilities Education Act This is the federal law which requires that states provide a free and appropriate public education for children with disabilities.

TAG Talented and Gifted This is not a "special education" category, but states are given financial incentives to provide services for TAG children.

IEP Individual Education Program This is a written statement, developed specifically for each child with a disability, which contains objectives, duration of services, etc.

Latin Across Three Time Zones

Glen L. Thompson



Picture this: A teacher at Michigan Lutheran Seminary in Saginaw is giving daily instruction in first year Latin to students at Huron Valley Lutheran High School (Westland, MI), Fox Valley Lutheran High School (Appleton, WI) and Arizona Lutheran Academy (Phoenix, AZ), without ever leaving MLS.

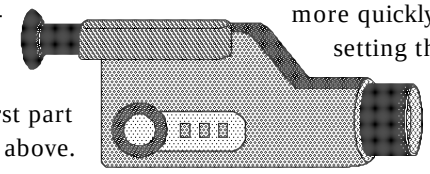
This feat was accomplished in 1993-94 using low-cost, low-tech distance learning methodology. The program was built around the *Ecce Romani* Latin textbook series.[1] Pre-recorded VHS tapes, fax, audio-teleconferencing, and additional printed materials augmented the textbook. A teacher's aide (TA) was present in the classroom at each learning site. Class sizes ranged from six to nine students per site.

A typical 40-minute class was broken into several learning segments. At the beginning of the period, the TA would collect the students' homework and fax it to MLS. The TA would then put on a pre-recorded VHS segment running about ten minutes. The video, produced at MLS, would introduce new material, provide background information, or review material. After watching the video, the students would be assigned some practice exercises from the textbook or workbook (the TA was provided with daily lesson plans explaining what was to be assigned). This classwork might last another 15 minutes. The final segment of the class period was spent talking to the teacher at MLS. Using a high-quality audio-teleconferencing machine, the students were able to ask questions of the teacher and vice versa. The teacher generally commented on the homework from the previous day (which he had corrected while the students were watching the video and doing their class exercise, answered questions about the video and the classwork, provided additional drills, and emphasized important points about the upcoming homework assignment (which the TA has written on the board).

The teacher's only face-to-face contact with the students took place when he made a trip to each school at the beginning of the school year and again early in the second semester. On those occasions he taught the class, giving a total of three to four live class hours at each school during the course of the year.

Quizzes and chapter tests were also provided by the MLS instructor, administered by the TA according to the lesson plans, then faxed to MLS for correction. The corrected tests were then faxed back to the schools for the students to review.

During the spring of the year two of the classes were moved to the same time slot. Each school conducted the first part of the class as described above. Then the two classes were connected at the same time with the teacher using three-way calling. The advantages of this were twofold. Each student in these rather small classes (six and seven students respectively) could interact with a larger number of fellow students. The MLS teacher also opened up another hour of his own teaching schedule.

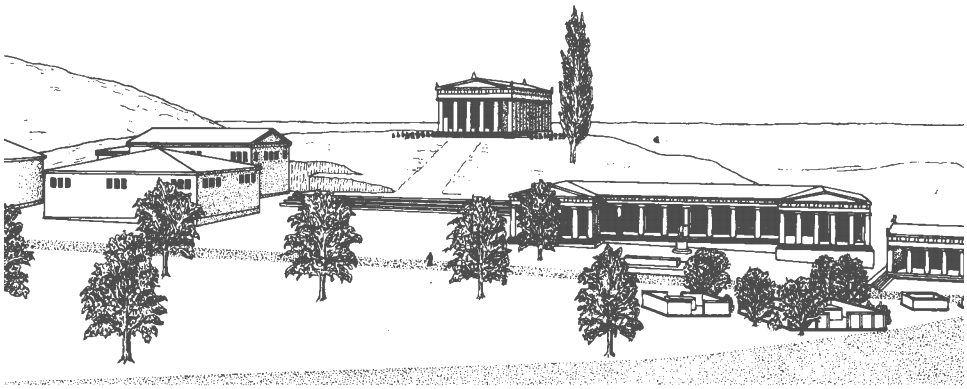


Several parents who were home-schooling their children or whose local schools did not offer Latin also heard about the pilot program and volunteered to test it for home-schooling and self-study. The three students (one each in Michigan, Minnesota, and Texas) followed the lesson plans, watched the videos, and completed the exercises, quizzes, and tests. The tests were then faxed or mailed to MLS for correction. The MLS teacher called each student to review any problem areas, usually about five minutes per week.

A total of 25 students started the course at the beginning of the school year. Twenty-one completed the course (i.e. finished the material in *Ecce Romani,* Books 1-2 as in the normal MLS curriculum). Twenty students received grades of C or above. All three home schoolers completed the course. The students who dropped the class were those who from the start had little or no motivation to be in it. It appears that such students will routinely drop out or sink into the failing category more quickly in a distance learning setting than in a traditional setting.

The students at all three schools, as well as at MLS, were among the 94,000 students who took this year's National Latin Examination. The average score nationally on the 40-question test was 28 correct. It should be noted that this is the average among a very select group of students, since Latin is no longer a common subject at the high school level. The 93 MLS students (where Latin I is mandatory for all freshmen) using the same *Ecce Romani* course in a live classroom situation had on average score of 26. The 21 distance learning students averaged a score of 30.5. The one home-schooler who took the test scored 29. Thus it appears that a very satisfactory level of learning has occurred across the distances involved.

A grant during the pilot year limited the program costs for the receiver



schools to payment for their TA and other miscellaneous local costs. Normally they would also be expected to pay for textbooks, phone, and fax costs (line charges averaged about $20 per week per school) and the initial investment in equipment (about $1,600 for a plain-paper fax and the audio-conferencing unit). In the program's second year, the participating schools also pay a fee of $400 per student per class (with minimum of $1000 and a maximum of $2000 per class) which helps pay for the instructor's salary. The cost to the home-schoolers ranges from $100-$200 per year depending on whether the student wishes to rent or purchase the various textbooks, tapes, and other materials.

The distance learning studio at MLS, besides being equipped with phone lines and fax, serves as a one-man VHS recording studio, enabling the teacher to produce the video segments unaided. The equipment cost about $20,000 installed.

Although we have encountered some administration problems, such as scheduling class times across time zones, the results and the cost-factors seem to indicate that this methodology is both viable economically and educationally promising. During the 1994-1995 school year two additional high schools, Evergreen Lutheran (Kent, WA) and Michigan Lutheran High School (St. Joseph, MI) have been added to the program. Classes are now offered in Latin I and Latin II. A Spanish I course is also available this year, taught from Arizona Lutheran Academy.

[1]*Ecce Romani: A Latin Reading Program,* Revised edition. Longman (White Plains, NY), 1984. Our program uses Books 1 and 2 of this revised edition. We will switch to the Second Edition (1994) when the Latin I program is revised for the 1996-97 school year.

Dr. Glen L. Thompson is a 1977 graduate of Wisconsin Lutheran Seminary. He served six years as missionary in Lusaka, Zambia, and nine years as mission pastor in New York City. In 1990 he received a Ph. D. in Ancient History from Columbia University. Since 1992 he has taught Latin at Michigan Lutheran Seminary.

Lutheran Cultures and the German Language: A Curriculum for Lutheran Schools

Arthur A. Eggert

When God in the sixteenth century chose to reform his church that had slid into great error and corruption, he chose Martin Luther, a man who spoke German, to carry out the work. The great majority of people who followed Dr. Luther and who accepted the great confessional works of the Lutheran church also spoke German or languages similar to German. For four centuries most of the religious literature for Lutheran laymen was written in German, as were many of the theological works of Lutheran scholars. Even today, more Lutheran literature exists in German than in any other language. German truly has been the language of the Reformation.

If the preciseness and rich expression of the German language has contributed to the ability of generations of layman and scholars to understand the truths of Scripture more exactly, the biblical teachings of Luther have also remarkably affected the German-speaking people. First, of course, the vocabulary and grammar of Luther's translation of the Bible became the basis on which a common German language developed. From the Bible Luther established the model of the German family as a loving, but well-structured unit. He promoted both meaningful religious instruction and music as integral parts of the elementary school curriculum and urged instruction to be opened to girls as well as boys. The preaching of justification by faith instead of works year after year

has had its effects on the German and Scandinavian cultures, strengthening the concept of selfless service to others, as Christ served, instead of seeking only benefits for oneself. This has led to societies where working hard, helping each other, regarding the needs of the many first, and accepting willingly both the pleasant and unpleasant from the hand of God are the accepted social norm. Even in parts of Germany where the Reformed and Catholic churches have dominated, the fruits of the Lutheran Reformation have spread because of the force of Luther's accomplishments. The cultures of Lutheran countries stand in marked contrast to those where the fatalism of Islam, the superstition of the papacy, or the Reformed theology that promises earthly success gained supremacy.

> *"More Lutheran literature exists in German than in any other language."*

The history of the Lutheran church and the cultures that it generated is important to our children today because our children need another cultural model to replace the self-centered American culture that attacks their Christian faith from every side. They need Lutheran role models for leading lives dedicated to the Lord. When Joshua crossed the Jordan, God told him to set up a strong memorial so that the people of Israel would be reminded to teach their children how the Lord had saved his people. In the same way, we need to teach our children how the Lord has moved throughout history to save the Lutheran church and to preserve those who have resolutely stood by the teachings of the Scriptures. Because history, culture, theology, and language are invariably bound together, the German language is naturally introduced as part of presenting the Lutheran cultural experience.

At Eastside Lutheran School in Madison, Wisconsin, we have started a program called "The Cultures of Lutheran Lands." The purpose of this program is threefold. First, it acquaints the children with the cultures that developed in the countries where the teachings of the Lutheran Confessions were accepted and regularly preached to the people. This helps children understand why certain things are done as they are and how they are related to teachings from the Scriptures. Understanding promotes acceptance. Secondly, it places the Lutheran church back into the social science curriculum. Events are viewed through the effects on those who believed the teachings of Christ, not from a nationalist point of view. Lutheran heroes of faith are brought forward as role models. Final-

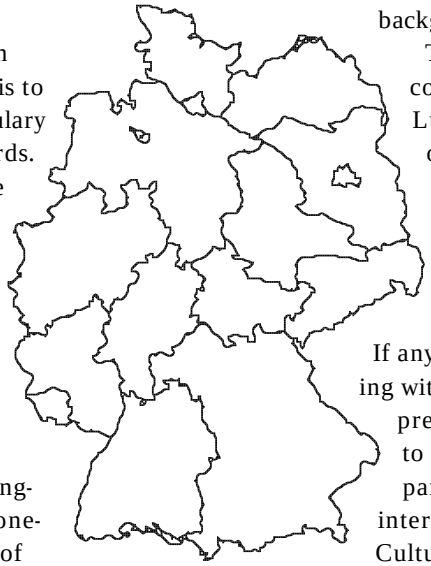
ly, of course, it teaches the German language, attempting to complete the equivalent of one year of high school German over nine years of grade school. This will introduce the students to the concept of foreign languages, while allowing them to appreciate some of the literature of the Lutheran church in the language in which it was written.

The program is divided into three parts. The first portion, designed for K-2 but usable at other grade levels, is complete and already in use in some schools in the WELS and the Evangelical Lutheran Synod (ELS). The textbook contains 90 stories from Germany, Scandinavia, and Baltic countries. The stories are classical fairy tales, legends, and historical episodes, all clearly labeled. The settings of the stories are explained so the children learn how things have changed over the years, and the actions in the story are judged based on the Scriptures. This produces morals that the children can apply to their own lives. In the first story only one German word is used, the word for "fairy tale." Gradually the vocabulary is increased to some 300 German words. The textbook also contains three common prayers and nine songs in German. The material is designed to be taught by someone who has never taken German. To make this possible, there is a manual on how to teach the lessons, a tape with all the German vocabulary words and place names, and 243 page-size figures illustrating the vocabulary words. All of this material is available for the cost of copying and can be recopied for classroom use without charge. Classroom time needed is between 15 and 30 minutes per week, depending on how much review is done.

> *"The history of the Lutheran church is important to our children today because our children need another cultural model to replace the self-centered American culture that attacks their Christian faith from every side."*

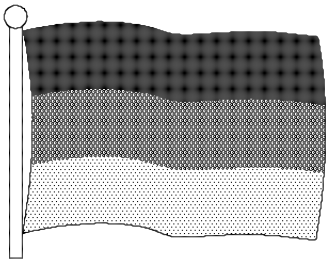
The second portion of the program is now being developed and will cover grades 3-5. In this portion the number of stories will be fewer and practical applications of German will increase. Class projects will involve costumes, customs, music, math, telling time,

food, facts about Lutheran countries, and the Lutheran impact on America. The goal is to increase the vocabulary to 750 German words. The classroom time should be 20 to 30 minutes per week, with occasional longer projects. Once again, a speaking knowledge of German will not be necessary, but some willingness to familiarize oneself with the basics of the language will be required.



The third portion of the program has not yet been started. It will cover Lutheran history since Luther, Lutheran heroes of faith, doctrinal issues, geography, Lutheran customs, as well as how children lived in Lutheran societies over the years. The vocabulary will be expanded to 2000 words and general grammar will be taught. To carry out this part of the curriculum, a teacher will have to have some background in German.

The teachers and cultural committee at Eastside Lutheran School hope that others will be able to use the materials that we have produced. If anyone is interested in them, we would be happy to send a copy of our order form. If anyone is interested in assisting with the material yet to be prepared, we would be happy to put him or her to work on parts of the project. Those interested can write to Lutheran Cultural Project, Eastside Lutheran School, 2310 Independence Lane, Madison, WI 53704.



Arthur A. Eggert, Ph.D., is a professor at the University of Wisconsin-Madison. He is a member of the Commission on Adult Discipleship of the Western Wisconsin District and regularly teaches Bible classes at Eastside Lutheran Church, Madison, Wisconsin.

Preschool Curriculum

Beverlee Haar

Webster's dictionary defines curriculum as "the courses offered by an educational institution or a set of courses constituting an area of specialization." Several factors need to be considered when curriculum is discussed for young children in a "before school" setting. Curriculum in an early childhood program includes the room arrangement and the daily routine. Preschool curriculum is also all that happens among child, materials, activities, and teachers in a self-directed and teacher-directed environment. Preschool children's development will thrive in specialized areas where active learning experiences with materials, manipulation, choice, and language are given support by caring adults.

As children reach the age of three and four they begin to ask about time events and when certain things happen in their day-to-day life. A consistent routine helps free children and adults from worrying about what happens next in their lives. It is comforting for a child to know and understand that adults do not always have to direct every aspect of his or her young life. Children do need to be aware of the daily routine and know the names of its parts. This may include the following:

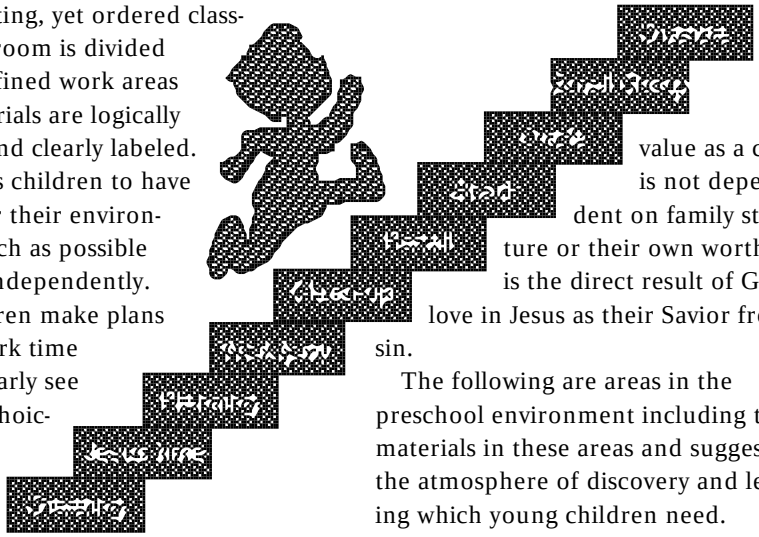
- Greeting Time
- Jesus Story Time
- Planning Time
- Work/Play Time
- Clean-up Time
- Recall Time
- Snack Time
- Circle Time (movement—music—storytime)

> *"Young children develop cognitively in a stimulating, yet ordered classroom."*

Small Group Time (new experience)
Outside Time

An appropriate preschool active learning environment needs space in which children can move, build, sort, create, spread out, construct, experiment, pretend, store belongings, and display their work. The arrangement of this space is important because it affects everything the children do.

Young children develop cognitively in a stimulating, yet ordered classroom. The room is divided into well-defined work areas where materials are logically organized and clearly labeled. This enables children to have control over their environment as much as possible and to act independently. When children make plans for their work time they can clearly see what their choices are, since each area provides a unique set of materials and work opportunities.



Active learning for the preschool child involves his or her play and work time in exploring senses, moving, and talking through experiences. Interaction with other children and adults and engagement with materials and activities give these young children many and varied experiences. Three- and four-year-olds are sharp, capable imitators. They can practice and learn to become passive or aggressive without interaction with people or materials. Active learning helps the child's cognitive development in mental concentration, emotional stability, and social growth.

Preschool children not only need an environment in which to play, work, and talk about their young life happenings, but they also need a Christian setting where they hear daily of Jesus' love for them. They learn to know their value as a child is not dependent on family structure or their own worth, but is the direct result of God's love in Jesus as their Savior from sin.

The following are areas in the preschool environment including the materials in these areas and suggesting the atmosphere of discovery and learning which young children need.

Bible Story Area

The stories of children from the Old and New testaments, Bible story pictures, flannelboard Bible story people, places, and things, role-playing materials

House Area

Pretending materials, kitchen equipment for manipulating, sorting, filling and emptying, dramatic play materials—dolls, clothes, table, chairs, brooms, dustpans, telephones,—all kind of prop boxes—grocery, carpen-

ters, doctors, farm, gas station, shoe store, etc.

Art Area
Paper of different sizes, textures, colors, materials for mixing and painting, materials for holding things together and taking things apart, materials for dimensional representations, all kinds of writing and drawing utensils

Block Area
Building materials—large hollow blocks, unit blocks, cardboard boxes, carpet pieces, tubes, ropes, materials to take apart and put together, materials for filling and emptying

Quiet Area
Space for mastering and repeating fine motor skills; puzzles, dominoes, nesting blocks, pattern blocks, sorting materials; buttons, stones, materials to fit together and take apart; pegboards, nuts and bolts, magnets, board games

Literacy Area
Books, books, books; pictures, puppets, stuffed toys, role-playing materials

Discovery Area
Magnifying glass, nature materials, books, pictures; sand and water materials

Movement/Music Area
movement in locomotor and nonlocomotor ways, space positions, directions, rhythm, singing, instruments

Outside Play Area
Things to climb, balance, swing on, slide, get into and under, jump on and over; things to push, pull, and ride on; things to throw and kick; and enjoy all kinds of weather

> *"They learn to know their value as a child is not dependent on family structure or their own worth, but is the result of God's love in Jesus as their Savior from sin."*

RESOURCES

Beaty, Janice. *Preschool Appropriate Practices.* New York: Harcourt Brace Jovanovich, 1992.

Hohmann, Mary; Bernard Banet; and David Weikart. *Young Children in Action.* Ypsilanti, Michigan: High/Scope, 1979.

Beverlee Haar is professor and Dean of Women at Dr. Martin Luther College, New Ulm, Minnesota. She is on partial leave of absence this year to begin and operate a preschool at St. Paul's Lutheran Church, North Mankato, Minnesota.

Developmentally Appropriate Early Childhood Education: Rating Scales

John R. Isch

Harms, Thelma and Richard Clifford. *Early Childhood Environment Rating Scale.* New York: Columbia University, 1980

Harms, Thelma and Richard Clifford. *Family Day Care Rating Scale.* New York: Columbia University, 1989.

Harms, Thelma, Debby Cryer, and Richard Clifford. *Infant/Toddler Environment Rating Scale.* New York: Columbia University, 1990.

"Developmentally appropriate" program is both a rallying cry and an important concept in early childhood education and day care. But a reader isn't always sure just what is meant by developmentally appropriate. It is interesting, therefore, that a recent study found many early childhood education facilities had curricula and activities inappropriate for the ages of the children. Other studies have described the inadequacies of day care facilities and programs.

The three rating scales reviewed here are an attempt to describe in specific terms what is developmentally appropriate and to list standards against which early childhood education programs and day care facilities can be measured.

The first rating scale (*Early Childhood Environment Rating Scale*) developed by Harms and Clifford in the late 70s gives what many persons today are saying is a good definition of a preschool or day care facility. It can be used for infant and toddler programs as well as kindergarten classrooms. It can be used by teachers, administrators, classroom observers, students in training, or evaluators of early childhood education programs. The rating scale includes seven subscales: personal care routines for children, furnishings and displays, language-reasoning experiences, fine and gross motor activities, creative activities, social development, and adult needs (space and facilities for teachers and parents).

The second scale (*Family Day Care Rating Scale*) was developed from the Early Childhood Environment Rating Scale. The *Family Day Care Rating Scale* can be used for day care facilities enrolling children from infancy to seven years. The rating categories include space and furnishings for care and learning, basic care, language and reasoning, learning activities, social development, and adult needs. Each category has six or more specific items on a scale from inadequate to excellent. Some of the items are subdivided for children younger or older than two.

The third rating scale (*Infant/Toddler Environment Rating Scale*) is an expansion of the day care instrument. The categories are changed slightly: furnishings and display for children, personal

Infant/Toddler Environmental Rating Scale
15. Informal use of language

Inadequate	Little or no talking to infants and toddlers. Little or no response to children's attempts to communicate through gestures, sounds, or words.
Minimal	Talking used mainly to control child's behavior (Ex. "Come here," "Take this," "Don't touch"). Some social talking to children (Ex. "What a pretty baby!"). Some response to children's attempts to communicate.
Good	Caregiver frequently responds verbally to infants'/toddlers' crying, gestures, sounds, words, and questions. Caregiver usually maintains eye contact while talking to child. Caregiver names and talks about many objects and actions for infants/toddlers. Caregiver takes part in verbal play.
Excellent	Caregiver talks to each infant and toddler during play and routines about child's activities. Caregiver repeats what toddlers say, adding words and ideas when appropriate. Caregiver adds to children's understanding of language all day (Ex. gives clear directions, repeats new words often). Caregiver maintains a good balance between listening and talking (Ex. does not overwhelm child with constant talk.). [I/TERS, 1990, 23]

care routines, listening and talking, learning activities, interaction, program structure, and adult needs. The specific items follow the same pattern where a characteristic is rated from inadequate to excellent. The box above contains an example of the rating.

Scales such as these are useful only if they are so clear and specific that different persons using the scale can get similar ratings. The authors provide evidence from studies they have conducted that the three scales have this characteristic of reliability.

Scales are also useful to the extent that they measure things which people believe to be important in early childhood programs. This is the issue of validity and it is a bit more difficult to establish. The National Academy of Early Childhood Programs, an organization associated with the National Association for the Education of Young Children (NAEYC) has criteria for quality programs which are in substantial agreement with these ratings scales. There appears. therefore, to be some kind of national consensus of the kind

of quality defined in these scales. Congregations and schools or individuals operating day care centers can use these scales with some assurance that they represent the conventional and appropriate wisdom of the experts and professional organizations in early childhood.

Still, every rating scale has a particular viewpoint and these three are no exception. Obviously and unfortunately, none of the scales deals with the Christian dimension of child nurture. The physical, social, cognitive, psychological, and language needs are well elaborated but the "one thing needful" is never addressed. Christian caregivers and schools will have to be aware that what is not mentioned in this case is more important that what is. On the whole, however, this reviewer is comfortable with the point of view of the authors of these scales. The scales present an early childhood environment which is nurturing and safe, which does not emphasize school-related academic activities, which allows children appropriate choices and freedom to explore, and which encourages caregivers to look at children as individuals. In sum, the scales define what is developmentally appropriate.

John Isch teaches in the Education Division at Dr. Martin Luther College, New Ulm, Minnesota

REVIEWS

Maxwell, Cassandre. *Yosef's Gift of Many Colors: An Easter Story*. Minneapolis: Augsburg-Fortress, 1993.

Author/illustrator Maxwell presents a story which could be an explanation of how the Ukrainian decorated eggs came to be a part of the Easter celebration. It is a charming, indeed lovely story and a joy to read. The illustrations are lush, to say the least, and Maxwell's placement of the eggs on pages of text to make clear how their decoration became more elaborate is both clever and informative. The book is a fine example of a beautiful book, beautiful in text, in illustration, and in design.

The beauty, however, in a sense works against the meaning of the story. Yosef and his family are poor. Yet their house is beautiful, well furnished with examples of Ukrainian folk art. None of the furniture shows any sign of wear. Not a scratch is to be found. Everything is freshly painted. The table covering is new and perfectly clean; no one has spilled anything on it. Yosef and his family are dressed in gorgeous folk costumes which also appear to be new. No evidence of farm labor is to be found.

Yosef's daughter, Kristye, is a key character. She appears first as a rather small girl, too small to do much house work. One page later she appears much taller and is

sweeping the floor as well as any eleven-year-old would. Even more, her worldly wisdom exceeds her father's. Later in the story, when the egg which he ruined appears repaired in an almost miraculous way, Kristye offers a scientific explanation for the event, although her father insists that God has worked a miracle. This confusion between miracle and science is similar to the confusion between folklore and this story. The story is in no way a part of Ukrainian folklore, but the format and book design are very similar to those used for retelling folk takes in picture book style. Thus the book is both a joy to behold and an enigma to examine. (GJ)

McKissack, Patricia and Fredrick. *From Heaven Above: The Story of Christmas Proclaimed by the Angels.* Illustrated by Barbara Knutson. Minneapolis: Augsburg-Fortress, 1992.

This book is a collection of six short stories tied together with the use of grandfathers, grandchildren, Christmas time, and representations of angels made from lace, silver, glass, origami paper, wood, and straw. By presenting families of various ethnic groups—Japanese, African-American, Hispanic, Native American—the authors and illustrator lead us to realize that Jesus came as Savior to all the world. The biblical Christmas is sometimes dealt with in rather a wishy-washy style as in the story of the Mendex family, but these short vignettes might provide a beginning point for devotions or bedtime reading during Advent. (EKD)

Reviewers: Gerald Jacobson, Evelyn Daley