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FOUNDATION: Christian teachers are faithful servants of Jesus Christ.

Called teachers are public ministers of the Word who faithfully serve (1 Cor. 4:2) with joy (Phil. 4:4) and dedication (1 Tim. 4:12).

- F.1** Reflects faith in Christ through words, actions, activities, and relationships.
- F.2** Shows joy and enthusiasm for the teaching ministry.
- F.3** Demonstrates dedication to the teaching ministry.
- F.4** Participates in school and congregation activities.
- F.5** Serves with appropriate involvement in community organizations and events.

STANDARD ONE: Christian teachers know the subjects they are teaching.

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and creates learning experiences that make these aspects of subject matter meaningful for learners.

- 1.1** Understands the central concepts, underlying foundations, and broad patterns of the discipline.
- 1.2** Represents and uses differing viewpoints, theories, human ways of knowing, and methods of inquiry in teaching subject matter in the light of God's Word.
- 1.3** Engages learners in generating knowledge and/or testing hypotheses according to methods of inquiry and standards of evidence used in the discipline as they are in accord with God's Word.
- 1.4** Recognizes perspective and bias in curricular materials and encourages students to consider diverse perspectives that reflect love and respect for all of God's people.
- 1.5** Creates interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from several subject areas.
- 1.6** Understands how the subject matter fits within God's world in a Biblically correct way and leads the students to that same appreciation and understanding.

STANDARD TWO: Christian teachers know how individuals grow and develop.

The teacher understands how students learn and develop and provides instruction that supports their spiritual, intellectual, physical, social, and emotional growth.

- 2.1** Assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (spiritual, intellectual, physical, social, and emotional).
- 2.2** Stimulates reflection on prior knowledge and links new content to learners' prior experience.
- 2.3** Provides opportunities for engagement, manipulation, and testing of ideas in view of God's Word and encourages learners to take responsibility for their learning tasks.
- 2.4** Applies theories of human development to classroom instruction.

STANDARD THREE: Christian teachers understand that individuals learn differently.

The teacher understands how students differ in their approaches to learning and the barriers that impede learning and adapts instruction to meet diverse cultural, socioeconomic, and exceptional needs.

- 3.1** Identifies and designs instruction appropriate to individual development, learning styles, culture, strengths, and needs.
- 3.2** Uses teaching approaches that are sensitive to individual learners and address how they learn and how they demonstrate what they have learned.
- 3.3** Makes appropriate provisions for individual students who have needs which require adaptations or accommodations.
- 3.4** Identifies when and how to access appropriate services or resources to meet exceptional learning needs.
- 3.5** Acknowledges multiple perspectives in the discussion of subject matter, including attention to students' personal, family, and community experiences, religious background, and cultural norms.
- 3.6** Creates a learning community in which individual differences are respected.

STANDARD FOUR: Christian teachers know how to teach.

The teacher understands and uses a variety of instructional strategies to encourage learners' spiritual growth and the development of critical thinking, problem solving, and performance skills.

- 4.1** Selects teaching strategies and materials to meet learner's needs and to achieve instructional purposes.
- 4.2** Designs instruction that uses questioning to promote student engagement in a full range of thinking skills including active learning, critical thinking, and problem solving.
- 4.3** Consistently monitors and adjusts strategies in response to learner feedback.
- 4.4** Varies his or her role in the instructional process in relation to the content and purposes of instruction and the needs of learners.
- 4.5** Develops various clear and accurate presentations of concepts and uses alternative explanations to assist learners' understanding.

STANDARD FIVE: Christian teachers know how to create and maintain a Christian learning environment.

The teacher uses an understanding of the proper use of law and gospel as well as individual and group motivation and behavior to create a learning environment that promotes Christian living, self-discipline, positive social interaction, active engagement in learning, and self-motivation.

- 5.1 Models and encourages Christian living in words and actions.
- 5.2 Establishes an effective learning community in which students assume group- and self- responsibility, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- 5.3 Organizes, allocates, and manages resources (e.g. time, space, activities) to provide equitable engagement of students in productive tasks.
- 5.4 Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- 5.5 Establishes Christ-centered values and expectations that foster a positive classroom climate of openness, mutual respect, support, and inquiry.
- 5.6 Analyzes the physical classroom environment and makes adjustments to enhance social relationships, motivation, engagement, and productive work.
- 5.7 Organizes, prepares, and monitors independent and group work for full and varied participation of all individuals.

STANDARD SIX: Christian teachers communicate effectively.

The teacher uses effective verbal and non-verbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

- 6.1 Models evangelical communication of God's Word.
- 6.2 Models effective communication skills and strategies in conveying ideas and information.
- 6.3 Supports and expands learner expression in speaking, writing, and other media.
- 6.4 Asks questions and fosters discussion in various ways for instructional purposes.
- 6.5 Communicates in ways that demonstrate an understanding of cultural and gender differences.
- 6.6 Uses a variety of media communication tools to enrich learning opportunities.

STANDARD SEVEN: Christian teachers know how to plan a variety of effective lessons.

The teacher organizes and plans systematic instruction based upon knowledge of God's Word, curriculum goals, pedagogy, subject matter, learners, and the community.

- 7.1 Selects and creates learning experiences that integrate God's Word and are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.
- 7.2 Plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- 7.3 Creates lessons and activities to meet the developmental and individual needs of diverse learners.
- 7.4 Creates short and long-term plans that are linked to learners' needs and performance.
- 7.5 Demonstrates flexibility by responding to feedback and adapting plans to ensure progress and to capitalize on motivation.

STANDARD EIGHT: Christian teachers know how to assess student progress.

The teacher uses formal and informal assessment strategies to evaluate and promote the continuous spiritual, intellectual, social, emotional, and physical development of learners.

- 8.1 Uses a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performance, and modify teaching and learning strategies.
- 8.2 Gathers and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- 8.3 Engages learners in self-assessment activities to develop awareness of their strengths and weaknesses and to set personal goals for learning.
- 8.4 Continuously evaluates the effect of class instruction on both individuals and the class as a whole.
- 8.5 Monitors teaching strategies in relation to student success, modifying plans and instructional approaches accordingly.
- 8.6 Evaluates and modifies assessment processes to ensure alignment with instructional objectives.
- 8.7 Maintains useful records of student work and performance, provides meaningful feedback to learners, and communicates student progress knowledgeably and responsibly to parents and colleagues.

STANDARD NINE: Christian teachers know how to grow spiritually and professionally.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others in the learning community, and who actively seeks out opportunities to grow.

- 9.1 Studies the Scriptures diligently in personal, small-group and corporate settings.
- 9.2 Uses observation and research to reflect on, experiment with, and revise practice.
- 9.3 Engages in planned development as a learner and a teacher.
- 9.4 Collaborates with colleagues and support professionals by actively sharing experiences, seeking input, and providing feedback.

STANDARD TEN: Christian teachers are connected with colleagues and the community.

The teacher acts ethically and with Christian integrity to foster relationships with colleagues, other education professionals, families, the congregation, and the community to support student learning and well-being.

- 10.1 Participates in collegial activities designed to make the entire school a productive learning environment.
- 10.2 Establishes beneficial links with the learners' external environments.
- 10.3 Identifies and uses congregational and community resources to foster student learning and well-being.
- 10.4 Establishes respectful and productive relationships with families from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.
- 10.5 Talks with and listens to the student, is sensitive and responsive to signs of distress, investigates situations, and seeks appropriate professional services.
- 10.6 Advocates actively for students.