



The Professional Development Series

Faculty Inservice Programs for Lutheran Schools

Getting to Know the WELS Teaching Standards

Standard Five Leader's Guide

Resources available for this module:

- Professional Readings - *copied, distributed, and read **before** the inservice*
- Inservice Video - *shown **during** the inservice*
- Activity Guide - *copied and distributed **during** the inservice*
- Continuum of Teacher Development - *copied and distributed **during** the inservice*
- Two Moodle Forums - *completed by a faculty representative **after** the inservice*

This inservice is designed to accomplish the following goals:

1. Articulate the importance of creating a Christian classroom/school environment.
2. Understand the standard five criteria and levels of the Continuum of Teacher Development.
3. Feel familiar enough with the continuum to apply it in practice.
4. Create an appropriate Christian environment in your school and in your individual classroom.

The suggested module use below describes the intended path through this module. Approximately 75 - 85 minutes will be required to implement this module as suggested. Various ways are suggested below to modify the module if less time is available.

- Watch the inservice video and use the discussion at your discretion.
- Select portions of the video and discussion to complete

Suggested Module Use –

1. Assign the Professional Readings: Copy and distribute the reading “Intrinsic Versus Extrinsic Goal Contents in Self-Determination Theory: Another Look at the Quality of Academic Motivation” by Maarten Vansteenkiste, Willy Lens, and Edward L. Deci about two weeks before the inservice. Ask teachers to read the article (10 pages plus references) and consider the following points made in the article: *1). SDT (Self-determination Theory) and recent research indicates intrinsic motivation results in deeper more meaningful results. What reasons did the article give? and, 2). Intrinsic goal framing and autonomy-supportive practices mentioned later in the article require teacher creativity. Consider examples of both intrinsic goal framing and autonomy-supportive practices in the context of your classroom in light of the Holy Spirit’s work as a primary intrinsic motivator for Christians.* The article shares a research validated point of view on an essential component of classroom environment. The second article is by Moser and helps us consider classroom environment in the context of the Christian perspective. Have your faculty also read the article by Carl Moser about two weeks prior to the inservice. Ask teachers to consider the following points as they read the article (7 pages): *1). How are Lutheran Schools different in the way discipline is carried out? and, 2). Consider “the quiz” and discuss several examples of how future classroom environment may be affected?*

2. Watch the Inservice Video & Complete the Activities: Before the inservice, set up the video for viewing. The video is streamed over the internet, so you will need internet access while you show it. Project the video onto a screen and make sure that the volume is loud enough for everyone to hear. You will need to pause the video from time to time for discussion as indicated during the presentation.

Dr. Klindworth leads a discussion of standard five with an interactive presentation consisting of several sections. Opportunities for individual, small group, or whole group discussion activities, as decided upon by the group leader, are provided throughout the presentation. The video has approximate discussion times embedded. Use them at your discretion. To save time, the leader can modify or eliminate discussion activities or parts of the video presentation.

a. **Part One: Introduction:** Dr. Klindworth overviews classroom environment and why it is important. Copy and distribute the **Activity Guide** provided. A hard copy of the Standard Five Criteria Continuum should be distributed to faculty members. The directions and questions for discussion are included in the activity guide and also embedded in the presentation video. **Six Discussion Activities** are included in the presentation video. During this segment teachers are encouraged to discuss how school climate and classroom climate/environment intersect.

b. **Part Two: Understanding the Criteria:*** This is the heart of the inservice. Each of the seven criteria and each of the levels of the **Continuum of Teacher Development** are explained in this section. As we go along, teachers are encouraged to reflect on where they place themselves on the continuum (**Activities Four, Five, and Six**).

3. Use the Moodle Forums: Appoint a faculty member to record your faculty's answers for **Activity One, Activity Two, and Activity Five**.

- ❖ The faculty will generate a list of five faculty-generated contributors to school and classroom climate/environment. Ask your faculty recorder volunteer or appointed faculty member to post those five faculty-generated contributors to school climate and classroom climate on Moodle in the **Activity One Moodle Forum**.
- ❖ Have the faculty discuss intrinsic goal framing and also autonomy-supportive practices. As they do so, have the faculty recorder take notes on the discussion and post those on Moodle in the **Activity Two Moodle Forum**.
- ❖ Have the faculty recorder note answers to the two points:
How are Lutheran Schools are different in the way discipline is carried out?
Consider "the quiz" and discuss how your future classroom environment may be affected. Have the faculty recorder post topical discussion points on Moodle in the **Activity Three Moodle Forum**.
- ❖ **Activity Four Moodle Forum** involves discussion of the continuum related to Standard Five - Classroom environment. Activities 4, 5, and 6 involved consideration of the Seven Criteria and the continuum specific to each. As you reflect upon the discussions of the criteria and related continuum, share the one place where you, personally plan to begin working on Standard Five and why.

Add some rationale for your posts to generate a richer discussion. Check in on the forums from time to time and at subsequent meetings report and discuss any interesting posts from other teachers or faculties. Share posts that may either affirm or differ from your faculty's position.