

# LINCOLN LUTHERAN

## CHRIST-CENTERED PREPARATION FOR COLLEGE AND LIFE

### **Lincoln Lutheran Belief Statement**

#### **Preface**

The Lincoln Lutheran Philosophy of Education, as outlined in the Middle School and High\_School Parent-Student Handbooks, states that this school has three main goals:

1. Provide its students with an education that is, above all else, Christ-centered and Christian-based.
2. Serve as a partner with parents, assisting them in the Christian education of their children.
3. Provide its students with an excellent, Christ-centered, college preparatory education, ensuring our students are ready for their post-high school vocation.

This document is intended to assist the Lincoln Lutheran faculty, and through them the school as a whole, in meeting those goals.

#### **Standard 1 – Christian Character**

1. Demonstrates Christian concern for every child and uses Law and Gospel properly in the school setting.
  - A. Faculty, staff, parents, and students will uphold Christian values and principles at all times.
  - B. Faculty, staff, parents, and students will treat each other with respect.
  - C. Faculty, staff, parents and students will support each other as brothers and sisters in Christ.
  - D. Faculty and staff are called to serve and show Christian love for each child and establish an environment of Christian care and concern.
  - E. Teachers will include devotional or prayer time as a part of each class period.
  - F. Teachers will intentionally apply Scripture and Christian teaching in proper context as part of their classroom teaching.
  - G. Classroom and school discipline will be rooted in the proper use of both Law and Gospel.

#### **Standard 2 – Planning and Instruction**

2. Demonstrates competence in planning and preparing for instruction and uses strategies to deliver instruction that meets the needs of students of diverse backgrounds and learning needs.
  - A. Teachers are expected to maintain a current and comprehensive Canvas site for each class they teach. Materials used in classroom teaching (presentations, rubrics, handouts, worksheets, etc.) should be included on class Canvas sites.

Items such as class expectations, class schedules, class curriculum maps, and school Grading Guidelines should also be included.

- B. Teachers will set high academic and behavioral expectations for all students and will communicate those expectations to students verbally in class and to parents using the class Canvas site.
- C. Teachers will use a variety of data sources to plan for instruction, including prior student learning, standardized test information, and formative and summative assessment data.
- D. Unit goals and objectives will be comprehensive, thorough, and communicated to students in class and to parents using the class Canvas site.
- E. Teachers will use a variety of instructional strategies to reach students of different learning styles at a variety of levels of thinking.
- F. Teachers will be progressive in the use of technology in classroom instruction and learning, incorporating current technology and looking for new technologies that will aid student achievement.

### **Standard 3 – Professional Growth**

- 3. Fulfills professional responsibilities established by the school and engages in professional growth.
  - A. Faculty and staff will observe the ethics of the teaching profession and follows established school practices and procedures.
  - B. Faculty and staff will work cooperatively with other faculty and staff members to promote the overall good of the school.
  - C. Faculty and staff will work cooperatively with parents, including responding to all messages from parents by the next school day. Parents and students will respect the night and weekend private time of faculty and staff members.
  - D. Faculty and staff will contribute to the culture of the school through a Ministry of Presence at school events.
  - E. Faculty and staff will respect the professional abilities of and show support for fellow faculty and staff members.
  - F. Faculty and staff will seek professional growth through membership in professional associations, conferences, continuing education, and completion of professional development plans.
  - G. Faculty and staff will utilize recognized best practices and current research in teaching methods.
  - H. Faculty and staff will seek advice when presented with difficult situations.

### **Standard 4 – Classroom Management and Assessment**

- 4. Demonstrates competence in classroom management and uses a variety of methods to monitor student learning.
  - A. Teachers will establish a classroom environment that is conducive to learning through the establishment of rules that maintain high behavioral expectations and are clearly understood and consistently enforced.

- B. Teachers will establish an assessment plan for each class that uses both formative and summative assessment and uses multiple assessment strategies.
- C. Teachers will correlate formative and summative assessments with unit goals and objectives.
- D. Teachers will ensure assessment content is clearly communicated to students through unit goals and objectives, reflects classroom learning, and addresses multiple levels of learning.
- E. Teachers will use rubrics for summative assessments whenever appropriate. Rubrics, when used, will always be shared with students beforehand.
- F. Teachers will return summative assessments to students in a timely manner and as quickly as possible. Students and teachers will recognize that different types of summative assessments will take different amounts of time to grade.
- G. Teachers will update grades in PowerSchool at least weekly. Grades in PowerSchool will be current on Tuesday of each week.