

## LEA Member Bonus

*Lutheran Education Journal*  
Questions for reflection or discussion

Notes and questions are from Ed Grube, Director of Publications and Communications, LEA and Contributing Editor, *LEJ*. They do not necessarily reflect the philosophies of LEA or *LEJ*. You may reach him at [ed.grube@lea.org](mailto:ed.grube@lea.org).

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**Read the current issue of *Lutheran Education Journal*.**

### **Multiplying Ministries...Mattering and Mentoring** by Rich Bimler

- When have you experienced Continuous Partial Attention (CPA)? How did it feel? Are you inclined to give others CPA? Under what circumstances? What does it suggest to the other person?
- Back to Rich's questions at the beginning of the article: 1) Who matters to you? To whom do you matter? 2) Who is your mentor? Who are you mentoring?

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### **Toward a Common Lutheran Church—Missouri Synod Philosophy of Education** by Sandra Doering & Rachel Eells

Editor note: This article and these questions might provide good material for preterm workshops.

- What value would there be for your faculty to discuss the following questions from the article (before reading the article)?
  - For what reasons do Lutheran educational institutions exist?
  - What are the means by which Lutheran educational institutions accomplish their mission?
  - To what ends do Lutheran educational institutions nurture their students?
- What would you anticipate as their answers?
- If you asked your governing board, congregation, and school

parents, what might they say? (Maybe you should try it. And maybe you should have a Kleenex box handy.)

- What are the potential benefits of having all stakeholders agree on the responses? How might you make that happen (if it doesn't already)?
- Why is it essential for Lutheran schools to maintain high academic standards?
- Are all the attributes cited in this article intentionally planned in your school? Do they happen without planning?
- How might a common philosophy, crafted within the article, serve the cause of Lutheran education? What are the shortcomings or even threats of a common philosophy?

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### **The Affective, Academic and Professional Impacts of an Implementation of the Core Knowledge Sequence at a Southern California Lutheran School by Barbara Rene Valine Wheeler**

- In reviewing relevant literature, the author indicates a study that mentions the higher scores earned by students in countries that have a nationwide core curriculum. Government, business, and education leaders in the U.S. are suggesting a national curriculum. Two questions about this: 1) Should the federal government involve itself in education? 2) What consequences—good or bad—might result from a national curriculum?
- In your experience, how does student-directed learning (sometimes called Progressive Education) affect or influence the quality of education?
- If a school chooses the Core Knowledge Sequence approach to education, how can you get all teachers to support the initiative? What provisions would be needed for teachers new to the school?
- What about the core knowledge approach, do you surmise, contributes to good test scores? What does the research comparing Lutheran schools with Core Knowledge or Core Knowledge Lutheran schools suggest?
- The article addressed core knowledge and classroom autonomy. Would your sense of professionalism and practice of classroom autonomy be similar to what the research described? Why?
- Describe the considerations you would need to make before accepting a position in a Lutheran core knowledge school.

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### **Ideological Approaches to Science and Religion in a National Survey of Lutheran High School Science Teachers by Brent Royuk**

- How would you describe your understanding of the relationship between science and religion?
- Would you consider yourself a **methodological naturalist** or a **theistic scientist**? How does this affect your teaching in a Lutheran school?

- With which viewpoint do you most closely identify: **young-earth creationist, intelligent design, compartmentalist, or complementarist**? Does teaching in a Lutheran school compel you to adopt or prefer one among the others? Why?
- How did your choices in the two bullets above compare with the "Results" table in the article? What impact does this have on your classroom teaching?
- Did you know Lutheran Education Association members have a forum to further discuss questions such as those raised in this article? Feel free to post reactions or questions to this article in LEA's Secondary Educators Network (SECnet) listserv. Post to [secnet@listserv.cuis.edu](mailto:secnet@listserv.cuis.edu).

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## **Crossing Over**

**March 24-26, 2011  
Cincinnati, Ohio**