



LUTHERAN EDUCATION

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From Where I Sit... The Editor's Chair

by Shirley K. Morgenthaler

This editor's chair is a new place for me to sit. The experience is daunting and exhilarating at the same time. I am following the likes of Merle Radke and Wayne Lucht, both professors of mine in my undergraduate program here at CUC, then CTC. Those are big shoes and seats to fill. Another metaphor, however, comes to mind. "For such a time as this" was the message of Mordecai to Esther so many centuries ago.¹ Maybe my editorship is also determined for such a time as this.

We are solidly in a new century. It's time to look ahead. We have eight more decades in the 21st century. How will we use them? How will our respective ministries use them? Once, in the middle of a century we can only imagine, in the middle of a national civil war, Dr. J.C.W. Lindemann not only opened the Addison Teachers Seminary in a small town west of Chicago, but he also penned the first issue of what was to become the Lutheran Education Journal. Anyone hoping to fill his shoes or sit in his seat is probably a dreamer.

Yet dreamers can change the world. A long time ago the writer of the Proverbs said, "Where there is no vision, the people perish."² Visionaries are necessary. They give us dreams to dream and goals for which to reach. This issue of LEJ is full of goals and even dreams. Do you want to think about new ideas for Lutheran teacher education? Do you want to dream about new strategies and new ideas for teaching practices in our Lutheran schools? Do you want to envision new academic directions for our Lutheran universities? Do you want to make the changes we need as we walk toward 2025? Do you want to strategize toward the qualities children will need as they continue in our Lutheran schools and become the adults of 2025? Do you need new words for thought?

All of these questions are answered in this issue of Lutheran Education Journal, at least to a beginning extent. It is your challenge as the reader to take these questions and their answers to the next step, to dream their dreams, to envision their goals. Without a vision, the people perish. Those words were true in the days of David and Solomon. They are equally true today. Now take these visions and make them a reality. *LEJ*

1 Esther 4:14

2 Proverbs 29:18

Rocking the Boat: Preparing Culturally Competent Lutheran Educators

by Peter Renn

American society continues to become more diverse and our Lutheran teachers must be adequately equipped to serve students of color in the classroom. Many of our Lutheran pre-service teachers, raised in predominantly white communities and congregations, simply lack a deep well of cultural competence. This is not meant as a criticism; however, it does require our Concordia University System (CUS) institutions to be deliberate in their approaches toward preparing Lutheran teachers for classrooms in the 21st century. Terrill and Mark's (2000) research alarmingly demonstrated that white pre-service teachers preferred white, suburban communities for field experience placements. This preference aligns with Kivel's (2011) "geography of fear" concept, which posits that our perceptions of the world are based on race, class, and gender (p. 87). Pre-service teachers' beliefs about diversity often are a result of a lack of interactions and a reliance on stereotypical conceptions created by the mass media and/or family biases (Milner, 2003; Swartz, 2003). This comfort level needs to be challenged by CUS teacher education programs by providing their candidates with field experiences in diverse communities and openly discussing matters of diversity by critically reflecting on these issues and expanding their worldview (Gay, 2010b).

Critical reflection.

Teachers cannot work for freedom on the behalf of others until they are free themselves (West, 1993). This freedom comes as a result of having the knowledge and understanding of their personal biases, prejudices, and limitations. A personal understanding of these factors will benefit any attempt at reflection due to the fact that increased awareness will enable the Lutheran teacher candidate to better analyze motives in decision-making and action taken in the classroom. However, Lutheran pre-service teachers need considerable teacher guidance and support to think critically about the cultural biases they bring to their experiences in schools (Whipp, 2003).

The need to successfully empower Lutheran pre-service teachers to begin reflecting on their beliefs is vital due to the profound influence a teacher has on a child's learning. When a teacher brings a set of beliefs into a classroom that

runs contrary to the students' backgrounds, then this disconnect runs the risk of alienating children and negatively affecting their schooling experience (Adler, 1998; Burt, Ortlieb, & Cheek, 2009). The reality of this immense responsibility only reinforces the need for Lutheran pre-service teachers to understand how their beliefs are shaped by their own position in society (Hinchey, 2008).

A failure to properly examine the many injustices present in our nation, and their overall effect on student achievement, threatens to create a dangerous complacency within the teaching profession. King (1991) explained how the role of dysconsciousness affects an individual's day-to-day beliefs. Dysconsciousness is an uncritical habit of mind that fails to question practices, beliefs and assumptions, and justifies inequity and inequality as given facts. Individuals who fall prey to this practice fail to critically challenge societal norms and do not propose an alternate solution to the challenges facing people in our society. This dysconsciousness is often found in a school's curriculum. Where is the information derived? Whose perspective is being portrayed in the text? Pre-service teachers do not realize that some very strong beliefs about cultural diversity can be conveyed through examples frequently used in teaching (e.g., Native Americans, role of African Americans, Western European perspective) (Gay, 2010b).

A failure to properly examine the many injustices present in our nation, and their overall effect on student achievement, threatens to create a dangerous complacency within the teaching profession.

Critical pedagogy is an alternative to the practice of dysconsciousness as it seeks to analyze the power structures inherent in the practice of schooling and their overall effect in society. It is a way of reflecting and transforming the relationship among classroom teaching, the production of knowledge, the institutional structures of school, and the social and material relationships of the wider community, society and nation (McLaren, 1998). Paulo Freire (1974/2007), a Brazilian educator and philosopher, contributed to this field in a variety of ways, but one of his most influential proposals was his explanation of the concept of conscientization. This notion can best be defined as the "act of coming to critical consciousness" and is a vital component to the practice of critical pedagogy (Freire, 1974/2007, p. 17). It requires individuals to pull back from their lived reality to gain a new perspective on who they are and how they came to be this way (Kincheloe, 2007). Critical consciousness is the awareness that our ideas come from a particular set of life experiences and an acknowledgement of others having

equally valid life experiences and ideas (Hinchey, 2008). Advocates of critical consciousness argue that teachers must identify how their racial and cultural identity positions them in relation to educational purpose and the lives of poor and non-white students (Kincheloe, 2007). Critical consciousness permits Lutheran pre-service teachers to address their own identities, explain how factors in their lives have created a lens to view the world, and provide a deeper understanding of the forces that affect the schooling process.

Lutheran pre-service teachers need to reflect on their own beliefs or they will perpetuate current teaching practices and the status quo will be maintained (Florio-Ruane & Lensmire, 1990). This is unacceptable as the student population has changed and many beliefs teachers and children hold are counterproductive to the teaching-learning process (Stuart & Thurlow, 2000, p. 119). There are several approaches to reflection, which encourage individuals to begin scrutinizing their beliefs and responses concerning a multitude of personal and professional practices. However, critical reflective practices hold promise for pre-service teachers to address their own identities and how factors in their lives have shaped their worldview. Brookfield (1995) defined reflection as being critical when it has two distinctive purposes:

1. An understanding of how considerations of power undergird, frame and distort educational processes and interactions
 2. A questioning of assumptions and practices that seem to make our teaching lives easier, but actually work against our own best long-term interests.
- (p. 8)

The use of critical reflective practices is based on an approach to teacher education which argues that schools help reproduce a society based on unjust class, race, and gender relations and teachers have a moral obligation to reflect on how their actions support such a system (Valli, 1990, p. 46). It requires Lutheran pre-service teachers to question social arrangements, like school, that are based on inequality and disadvantage (Thompson & Thompson, 2008, p. 27). Any attempt by a CUS teacher education program to incorporate critical reflective practices in course work should have a clear aim in mind. By connecting critical reflection with field experiences, teacher educators can begin the process of assisting Lutheran pre-service teachers to examine their own beliefs as they relate to diversity.

Research on the incorporation of critical reflective practices with field experiences demonstrates the potential for its effectiveness in teacher education. Critical reflection can help Lutheran pre-service teachers examine their beliefs about diversity, connect theory with practice (Coffey, 2010), and adapt teaching practices to meet the needs of their students (Recchia, Beck, Esposito, & Tarrant, 2009). When given the time, permitting Lutheran pre-

service teachers to reflect on their own cultural assumptions in substantive ways and holds promise to increase their feelings of efficacy and better prepare them to interact with people from diverse backgrounds (Wenger & Dinsmore, 2005).

Adopting critical reflection within Lutheran teacher preparation programs has the potential to be a transformative practice to better prepare these candidates to effectively engage with students in their future classrooms. Culturally competent Lutheran educators can create a school climate where all students and their families feel valued and respected. What an incredible opportunity to model Christ-like behavior and create an environment to openly share the Word of God. **LEJ**

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Lutheran Public Health Programs: A 21st Century Need

by Christian B. Albano, Melinda Mastel, Michael Cottonaro II, Arthur Antunes de Souza Pinho, Dean L. Arneson, and Robert Burlage

Editor's note: This article marks an expansion of the mission of Lutheran Education Journal. At its inception in 1864, LEJ focused solely on Lutheran elementary schools. One-room schools taught in the main by the pastor who was studying at the Lutheran Evangelical Teachers Seminary. As schools and congregations grew, the focus moved to the person solely in the ministry of teaching. As Lutheran schools continued to grow, the focus of the journal also grew to include Lutheran secondary education and then Lutheran early childhood education as well. Now we are at another milestone, writing and reading about Lutheran higher education. While Lutheran higher education for the schooling of children began in 1864, this is the first time the journal has published an article addressing needs in Lutheran higher education. The expansion of our Concordias into liberal-arts universities brings with it the need to consider courses and programs that our first editor, Dr. Lindemann, never could have imagined.

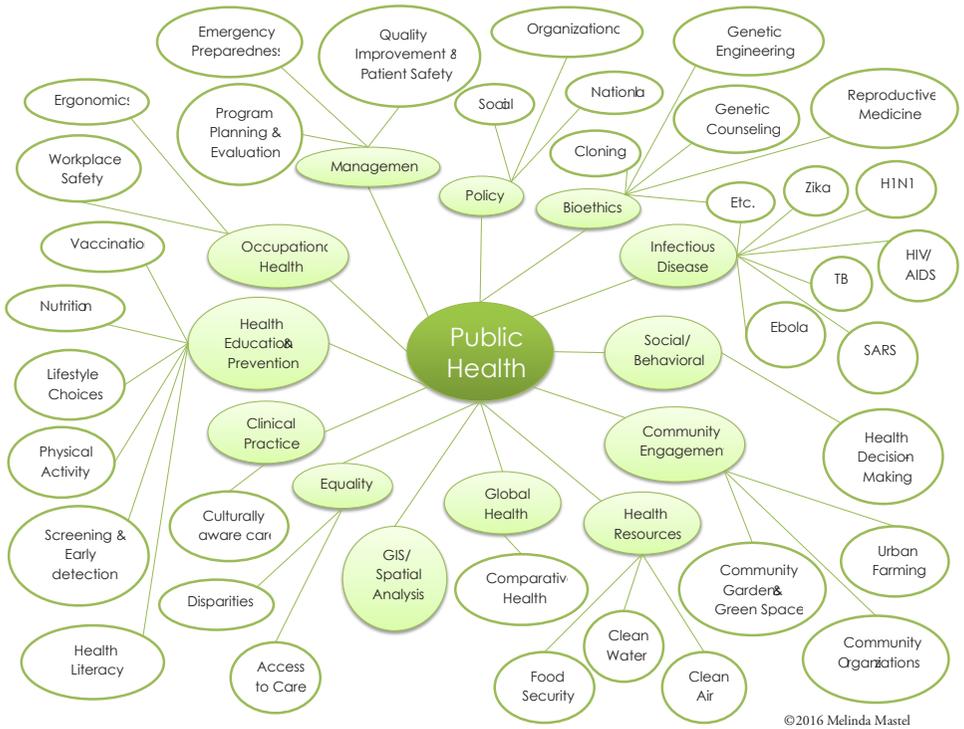
What is public health?

Public health origins can be traced back to the Biblical book of Leviticus, believed to be the first written public health code in the world (Stahl, 2003). Since 1500 BC, the field has grown, expanded, and developed into one of the most prominent emerging educational opportunities today. Defined by the World Health Organization as “organized measures to prevent disease, promote health, and prolong life among the population as a whole,” public health extends beyond treatment of individuals to employ proactive outreach, education, and empowerment to entire communities (American Public Health Association, 2014; World Health Organization, 2016).

Public health is omnipotent; observed and interacted with throughout daily life. Initiatives involving public health include health education, environmental health, clinical practice, health policy and management, occupational health, health equality, bioethics, infectious disease prevention and control, social and behavioral health, community engagement, global health, and geographic information systems (Boulton et al., 2014). More specific examples of how each of these topics relates to public health can be viewed in Figure 1: A map of public health disciplines (Mastel, 2016b).

Why is public health important?

Public health is integral to society and the world, and its necessity has led to some deeming it “more important than health care” (Gordon, 1993). According



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Figure 1: A map of public health disciplines

to the American Public Health Association, public health developments will continue to make positive impacts into the future. This association states that

In the past, public health developments have improved quality of life, playing a role in increased life expectancy since 1900, while in the future, public health research, initiatives, and interventions hold promising potential for preventing and treating today’s most pressing health conditions especially chronic and preventable diseases such as diabetes, obesity, cancer from tobacco, etc. (2014). (2014, n.p.)

Health care fulfills a critical role in diagnosing and treating injury and illness, however public health focuses on proactive measures to prevent injury and reduce the spread of disease (American Public Health Association, 2014). Effective public health initiatives can reduce morbidity and mortality, decrease health expenditures, and inform and empower individuals, communities and populations to make healthy choices.

How do students become trained in public health?

The most common public health degree is the Master of Public Health (MPH). Other educational avenues to obtaining training in public health include a bachelor’s degree in public health, doctorate in public health (DPH

or PhD), and certificate programs (Council on Education for Public Health, 2015). Dual degrees have emerged which combine public health education at a graduate level with other fields of study, including nursing, social work, pharmacy, medicine, and law (MPH/MSN, MPH/MSW, MPH/PharmD, MPH/MD, MPH/JD, etc.). Some schools offer generalist public health degrees, while others offer the opportunity to specialize in a public health discipline such as health education, global health, or health policy (Association of Schools and Programs of Public Health, 2016). The common areas of study in schools and programs of public health can be found in the literature of the Association of Schools and Programs of Public Health (ASPPH).

The ASPPH provides curricular guidance and standardized learning outcomes for graduates of public health programs. The Council on Education for Public Health (CEPH) is the primary accrediting body for public health programs. Currently, 2,470 programs across 109 schools are accredited by CEPH (Council on Education for Public Health, 2015). There are 59 schools of public health accredited by CEPH.

The relative nonexistence of Public Health education in Lutheran higher education is alarming.

What needs exist in Lutheran public health graduate education?

As healthcare reform arrives at the forefront of current discussion in the healthcare industry, prevention focused public health is projected to grow in demand and importance. The relative nonexistence of Public Health education in Lutheran higher education is alarming. An assessment (via internet search databases, public health course and program information was obtained and recorded via spreadsheet) of current Lutheran public health programs found that there is an opportunity for creation, growth, and innovation of public health programs, particularly Master of Public Health (MPH) programs, in Lutheran colleges and universities (Mastel, 2016a). Out of the 42 Lutheran institutions of higher education researched, four were found to have existing public health programs, with two of these programs being MPH programs at the graduate level (Mastel, 2016a). [Click on this link to see the comprehensive list of existing courses and programs in public health at Lutheran Colleges and Universities](#) (Mastel, 2016a). Additional key findings of the Forty-two Lutheran Institutions that were researched:

- Two out of three offer public health-related courses
- Four have existing public health programs (~10%)
- Two of these programs are Master of Public Health (MPH) programs at the graduate level

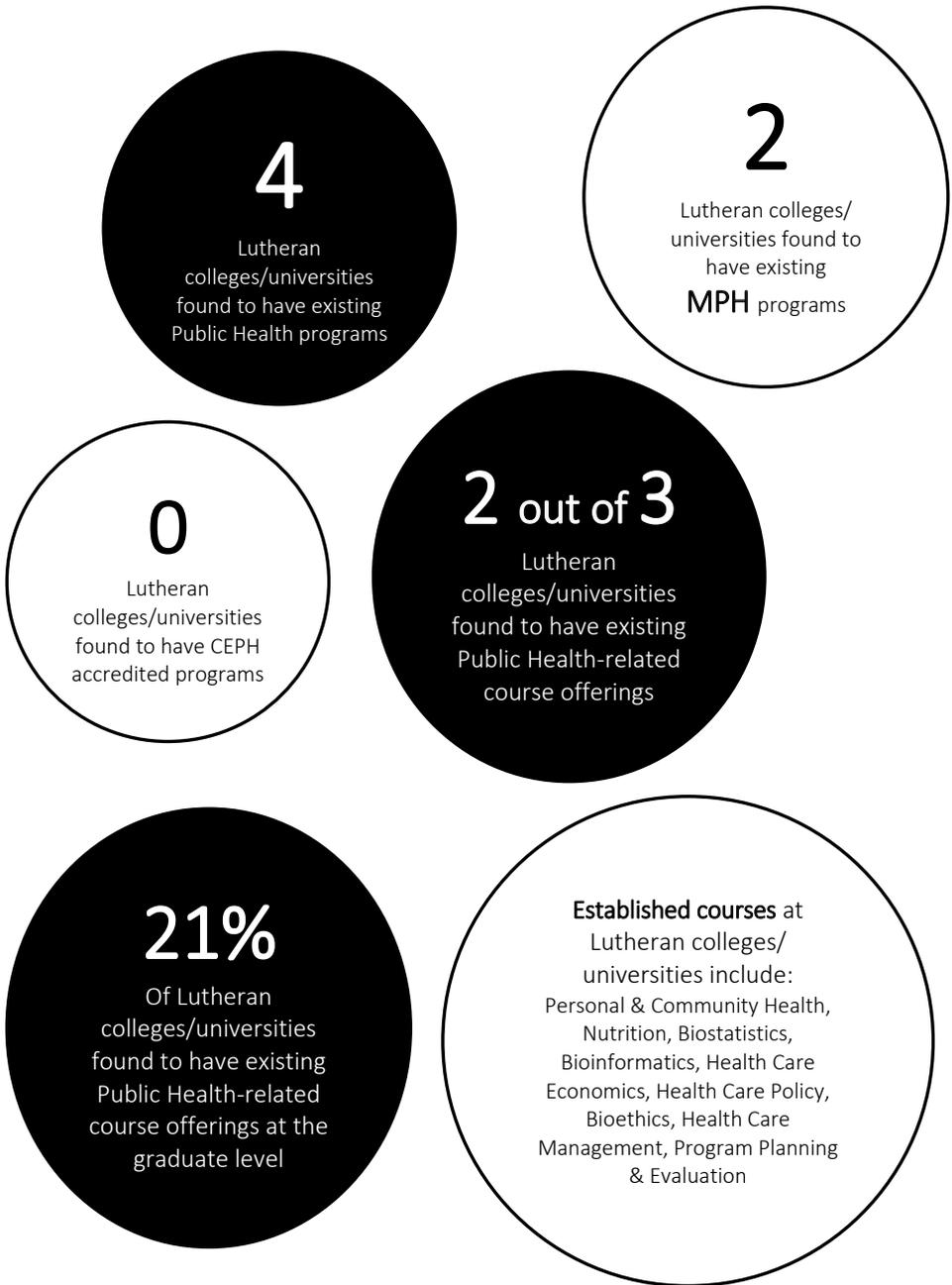


Figure 2: Overview of existing Lutheran public health programs

Furthermore, none of these programs are accredited by the Council on Education for Public Health (CEPH). An opportunity exists, then, not only to develop public health programs within Lutheran colleges and universities, but

also to seek accreditation of such programs by CEPH. Public health-specific accreditation of Lutheran public health programs may help certify a well-balanced curriculum and also demonstrate the fulfillment of standards met by other well-regarded public health schools across the country.

While approximately only 10% of Lutheran colleges and universities currently offer a public health major or degree, two out of three do offer public health-related courses. Twenty-one percent of these courses are at the graduate level, often as part of Master of Business Administration (MBA), Master of Health Administration (MHA), or Master of Public Health (MPH) programs. For those schools which have not yet developed or implemented a public health program, these courses provide a valuable resource upon which to base a public health program and may even reduce the financial and time commitment involved in developing a public health program. Figure 2 provides an overview of existing Lutheran public health program and demonstrates the summary of our assessment (Mastel, 2016c).

Why a Lutheran public health program?

There are many appealing reasons for formation of a Lutheran public health program. Public health builds upon the emphases of servant leadership, community outreach, and stewardship set forth in the mission, vision, and values of existing Lutheran education institutions. Public health as a field thoroughly embodies the concept of “servant leadership,” with roles focusing on helping others rather than elevating personal status or seeking visibility or recognition. Servant leadership is often emphasized throughout the Lutheran faith, and by Lutheran colleges and universities such as CUW (Lutheran Church Missouri Synod, 2016). While the decision to act as a servant leader can be applied to any field, public health provides plentiful opportunities for individuals seeking highly meaningful and impactful careers (Public Health Online, 2016). Public health is also a prime field for contributing to those in underserved areas, including urban and rural populations.

Developing a framework for a Lutheran public health program

Concordia University Nebraska provides an example of an existing online MPH program with specializations in both community health education and health policy and administration (Concordia University Nebraska, 2016). While not accredited by CEPH, the program is evidence of a successful implementation of preparing students to fulfill a vocation in public health and can serve as a framework for future development of Lutheran public health programs.

Several courses already offered by Lutheran colleges and universities could provide the foundation for development of public health programs at the undergraduate and graduate levels. These courses include (Mastel, 2016a):

- Bioethics
- Bioinformatics
- Biostatistics
- Economics & Public Policy of Healthcare
- Epidemiology
- Global Health
- Health Advocacy
- Health Communication
- Health Diversity & Global Issues
- Health Program Planning & Organization
- Healthcare Informatics
- Healthcare Law
- History of Public Health
- Human Health and Disease
- Infectious Disease
- Introduction to Public Health
- Nutrition
- Personal & Community Health
- Population Biology
- Prevention in Public Health
- Public Health Education and Promotion
- US Healthcare Delivery
- Workplace Health & Safety

The Bioethics graduate certificate at Concordia University Wisconsin, part of the Concordia Center for Bioethics, also provides a foundation for bioethics programming, an emphasis in the core competencies of public health as well as a concentration of many public health programs (Concordia University Wisconsin, 2016b). CUW's Bioethics graduate certificate trains students to compare approaches to bioethics, consider bioethical issues and theological and philosophical questions, analyze bioethical challenges, evaluate the applicability of law to bioethics, and devise organizational and governmental policies that serve to protect and promote public health (Concordia University Wisconsin, 2016c). This program provides five courses which relate to public health, each of which could be incorporated into a potential public health program (Concordia University Wisconsin, 2015):

- Moral Reasoning and Bioethics
- Clinical Issues in Bioethics
- Bioethics and Biotechnology
- Bioethics and the Law
- Policy Issues in Bioethics

The creation of the Bioethics certificate also demonstrates the recognition of bioethics, an interdisciplinary field like public health, as a worthwhile investment and educational program topic for the upcoming generation of

healthcare leaders—further support for more extensive creation of Lutheran public health programs.

Opportunities for collaboration and growth

Additional opportunities for a Lutheran public health program include partnerships between Lutheran institutions of higher education and the creation of additional programs beyond the MPH, such as a dual bachelor's degree and MPH program as well as certificate and doctoral programs.

Through the cooperation of multiple colleges and universities, a Lutheran public health program could utilize the strengths of several institutions to provide an innovative approach to public health education. Whether through a collaboratively authored curriculum, sourcing public health field experience opportunities across a vast geographic span, or widening the scope of offered specializations through shared professorial talent, an interconnected Lutheran public-health program could provide valuable opportunities for students and schools alike.

A dual bachelor's degree and MPH program is another opportunity for expansion upon a foundational public health program. A dual bachelor's degree and MPH program could offer students the opportunity to combine graduate study in public health with another field of interest; this dual degree program

A Lutheran program also provides the unique opportunity to develop a perspective of servant leadership

has similar logistics to the Business Scholar Program, a 4-year BS and MBA dual degree at Concordia University Wisconsin (Concordia University Wisconsin, 2016a). With the breadth of public health career opportunities available (Boulton et al., 2014; Public Health Online, 2016), students from many undergraduate majors could benefit from such a program,

including those studying nursing, business, social work, biomedical sciences, mathematics, a global language, or education.

How could Lutheran colleges and universities better prepare students for a vocation in Public Health?

A Lutheran public health program enhances students' ability to obtain and contribute to a career in one of the many disciplines relating to public health. A Lutheran program also provides the unique opportunity to develop a perspective of servant leadership and understand the purpose of fulfilling a vocation, thereby preparing students not only to be knowledgeable, skilled professionals but also to serve Christ through their career.

Public health is a wide-ranging field encompassing many career paths and

opportunities (Public Health Online, 2016). This allows for students from many undergraduate or graduate degree areas and a variety of career backgrounds to meaningfully prepare for a future career in public health. Public health career opportunities are below and each of these careers offers the opportunity to apply knowledge and passion to a vocation in service of others. (Boulton et al., 2014):

- Public Health Officer/
Director
- Program Manager/
Coordinator
- Epidemiologist
- Health Educator
- Public Health Informatics
Specialist
- Statistician
- Lab technician/Medical
technologist
- Public Health Nurse
- Public Health Nutritionist
- Public Health Dentist
- Public Health Physician
- Public Health Social Worker
- Grants Specialist

Benefits to Lutheran colleges & universities.

Needs for future public health professionals are expected to increase, with a projected need for 250,000 additional public health professionals by 2020 and several public-health occupations projected to experience faster than average job growth (Johnson, 2008; Rosenstock et al., 2008). Lutheran colleges and universities have the opportunity to prepare students to meet these needs while equipping them with a strong Lutheran perspective through the development of a Lutheran public health program. In addition, initial surveying of students at Concordia University Wisconsin's School of Pharmacy indicates student interest in completing an MPH degree, with 25% of respondents indicating interest in earning an MPH and 90% of respondents believing a dual degree would be beneficial to a future career (Cottonaro, M. 2016).

Collaboration and partnerships to create an interconnected program or program network, as described above, also provide Lutheran colleges and universities the valuable opportunity to strengthen awareness of Lutheran education at all levels from early childhood through secondary, participate in meaningful innovations in education, and leverage strengths to offer a cutting-edge program. A strategic analysis (SWOT Analysis) yields:

Strengths/Opportunities

- Integrates and synergizes Lutheran values with public health
- Enhances a school's programmatic offerings
- Provides students with flexibility for career opportunities

- Provides further study for an emerging and critical vocation
- Contributes to healthier communities and people
- Expected favorable return on investment
- Existing courses provide a framework for future programs
- Potential for development of a connected program within Lutheran Higher Education Institutions
- Opportunities to include online or global components, multiple concentrations, or dual bachelors and MPH program

Weaknesses/Threats

- Logistics and resources needed for starting a program
- Lack of reputation as a newcomer to the degree
- Implementation involves many steps
- Important to carefully monitor the potential market for a public health program to avoid over-saturation of degrees and excessive competition

Call for a Lutheran public health program

Research has demonstrated both a need for development of Lutheran programs in public health and a strong appeal for creation of Lutheran programs in public health based on the field's importance to society, positive career outlook, and connection to the Lutheran mission. Further discussion about creation of Lutheran public health programs (LPHP), especially one which includes partnership across multiple Lutheran institutions of higher education, is strongly encouraged. We recommend and conclude that a collaborative CEPH accredited LPHP effort on behalf of a network of Lutheran postsecondary institutions would have the potential to establish a meaningful presence in public health and reach communities across the nation through engaging Lutheran schools in preparation for an emerging profession. *LEJ*

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Inclusive Design: Physical/Virtual, Emotional, Social, and Intellectual Accessibility

by Andrea Dinaro

We all share a desire to be valued, a desire to matter. When we speak of people who are in need, let us speak not only of their need, but also of what they love, what they resent, what wounds their pride, what they aspire to, what makes them laugh. Because if we do, then we are reminded of how similar we are in the midst of our differences.

—*Chimamanda Ngozi Adichie (2016)*

Motivated by Chimamanda Ngozi Adichie’s speech for a World Humanitarian Day event, I have reflected on the significance packed into her brief 8-minute speech. It is a call to action regarding individual and collective efforts to help others in need. To draw a parallel to the field of education, a primary way to begin an effort to help others is to first provide foundational supports (i.e., UDL).¹ Thus, there is less of an abrupt or systematic distinction between needs and intensity of supports, because much of the supports would be available upfront and in layers, to all. There are times when students, colleagues, or families clearly experience the need for more assistance, and then we provide further supports. When we do this, as Adichie says above, we must be conscious that we see the person, rather than the label that describes their need. Need and support should be viewed as neutral terms, not as a status. Further, sometimes needs and supports may represent a misunderstood strength, cultural capital waiting to be valued, a characteristic, or an emerging positive identity.

As a learning community, it is vital to expand our approaches to learning environments that are planned for, designed, implemented, appraised, and sustained for all. The next step in efforts to help others, is to be willing to grow in areas that (a) we are cognizant we do not know, or (b) we are not aware that we do not know. In other words, let’s grow something new to you, or new to others around you, to address potential or current needs as overall elements of access for all.

1 UDL, the Universal Design for Learning, is a foundational support for learning. It is a clear and strong process of lesson planning and implementation that outlines classroom strategies. It moves from the initial guiding question to the closing wrap-up and provides an exit assessment that points back to the opening, guiding question. More information is available at www.cast.org.

Students benefit from working with teachers who display thoughtfulness, willingness, and commitment to ensuring that access is a priority (Hehir, 2002; Stolz, 2010; Ware, 2008); that each student feels valued and that they, in all of their characteristics, aptitudes, personalities and identities, feel that they matter. An environment where everyone feels they matter is an environment that is accessible across physical/virtual, emotional, social, and intellectual spaces. Attention to these spaces for learning will allow teachers to effectively and creatively meet the needs of all students. Because we are rooted in our desire and passion as educators for learning and leading we can make well developed, thought-out choices for expanding access beyond our perceived capabilities. Together, as a global community, a nation, a church, a school, a grade level team, a department, an IEP team, or a PTA we can effectively provide programs and possibilities to help all students gain access to classroom learning. Individually as a coach, teacher, administrator, student, or teaching assistant we can provide opportunities for engagement and enrichment for all students in their quest for learning.

Below are descriptions of, the ASCD Whole Child tenets in each of the physical/virtual, emotional, social, and intellectual spaces. ASCD's Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children.

I recommend using the outline below as a guide for the analysis of your local program or classroom. After reviewing the descriptions, identify what is already occurring in your school community that (a) promotes access, (b) supports human welfare, and (c) influences successful outcomes. Highlight the great things that are occurring, locate the gaps, and find opportunities for improvement. As a stakeholder, reflect on your findings (e.g., teacher, parent, learner, leader, community). In our school, to what degree are students apart from or a part of a learning environment for all?

The ASCD information is reprinted and modified with permission.

ASCD Whole Child Tenets:

- Safe:* Each student learns in an environment that is physically and emotionally safe for students and adults.
- Engaged:* Each student is actively engaged in learning and is connected to the school and broader community.
- Supported:* Each student has access to personalized learning and is supported by qualified, caring adults
- Challenged:* Each student is challenged academically and prepared for success in college or further study and for employment and

participation in a global environment.

Healthy: Each student enters school healthy and learns about and practices a healthy lifestyle.

Physical/Virtual Access; Are physical areas and virtual spaces available to all?

Safe: Consider layout of room assignments, meeting spaces, furniture and equipment. Creating Accessible and Inclusive Meetings or Events (University of Minnesota, 2016). <http://campus-climate.umn.edu/content/creating-accessible-and-inclusive-meetings-or-events>

Engaged: Assess layout, interaction, and sense of purpose. An example from Australia: The Cognitive [Intellectual] Disability Digital Accessibility Guide: an Invaluable Resource for Web Professionals (Jenkinson, 2016). <http://www.accessiq.org/news/features/2016/05/the-cognitive-disability-digital-accessibility-guide-an-invaluable-resource>

Supported: Expand awareness of current and future types of physical and virtual access, such as Netflix, website accessibility tutorials. Accessible Technology Bulletin v10(4). (Great Lakes ADA Center, 2016). <http://adagreatlakes.com/Publications/ATBulletin/>

Challenged: Explore accessibility and teach how to advocate. WebAIM—web accessibility in mind (Center for Persons with Disabilities Utah State University, 2017). <http://webaim.org/resources/>

Healthy: Provide physical and virtual tools and resources to recognize areas and goals. Healthy People 2020: Healthy People Tools and Resources (U.S. Department of Health and Human Services, 2016) <https://www.healthypeople.gov/2020/tools-resources>
Embrace a global perspective on accessibility utilizing the United Nations Convention on the Rights of Persons with Disabilities (CRPD). Key Indicators of Accessibility Toolkit (Together We Rock, 2016). <http://www.togetherwerock.com/inspiring-resources/2016/7/13/key-indicators-of-accessibility-toolkit-global-alliance-on-accessible-technologies-and-environments-may-2015>

Emotional Access; Are learning opportunities (e.g., content, process, product, school-wide assemblies, events) emotionally available to all with varying levels of support?

- Safe:* Provide an environment that recognizes the relevance of intensive social justice and civil rights topics with the understanding that individual student and family experiences may elicit a range of strengths and needs. ChapelTalks (LCMS School Ministry office, 2016): <http://www.luthed.org/chapel-talks/>
- Engaged:* Allow learners to build skills and capacity of SEL by teaching with the evidenced based approaches. Illinois Social/Emotional Learning Standards (ISBE, 2005) http://www.isbe.net/ils/social_emotional/standards.htm. Social and Emotional Learning Study Guide (ISBE, 2011) http://www.isbe.net/ils/social_emotional/pdf/sel_study_guide.pdf
- Supported:* Teach the art of listening and being responsible and responsive peers and colleagues. Acknowledge emotional availability. Assist staff to actively understand emotional elements of learning. Children of Military Families (ISBE, 2016) <http://www.isbe.net/learningsupports/html/military.htm> Illinois Social/Emotional Learning Resources (ISBE, 2016) <http://www.isbe.net/learningsupports/html/sel-resources.htm>
- Challenged:* Develop awareness and application of strategies to provide emotional access with behavioral supports videos. ISRC eLearning Academy (Illinois Service Resource Center, 2016) <http://www.isrc.us/isrc-elearning-academy> Fostering Emotional Literacy in Young Children: Labeling Emotions (CSEFEL, 2009) <http://csefel.vanderbilt.edu/kits/wwbtk21.pdf>
- Healthy:* Provide social emotional learning supports for families. Family Tools: Parent Training Modules (CSEFEL, n.d.). <http://csefel.vanderbilt.edu/resources/family.html> LSEM Resource Center Director Kara Bratton's article on accommodations, in the Lutheran Education Association's most recent newsletter Accommodations: What is Fair? (Bratton, K., 2017). <http://stf.lea.org/spring2017/LDnet.html>

Social Access; Are social events, opportunities, perspectives, and spaces available to all?

- Safe:* Model how to express emotions. Empower students with scripted stories for social situations. Practical Strategies for Teachers/Caregivers (CSEFEL, 2016). <http://csefel.vanderbilt.edu/resources/strategies.html>
- Engaged:* Evaluate and build capacity to make online learning and information sharing accessible. Making Your Website Accessible (University of California, Berkley, 2016) <https://webaccess.berkeley.edu/resources/tips/web-accessibility>
- Supported:* Actively seek the disability perspective. NeuroTribes (Silberman, 2015). <http://www.npr.org/sections/health-shots/2015/09/02/436742377/neurotribes-examines-the-history-and-myths-of-the-autism-spectrum>
- Challenged:* Create deliberate spaces (e.g., embed into curriculum and activities) to recognize diversity as a natural part of the human experience and a value in society. Where the Wild Things Are [Sendak, 1963 Publisher: HarperCollins, ISBN: 0060254920] in ASL (McFeely, 2016). <https://youtu.be/Sr8SqTH2Hso>
- Healthy:* Relate readings to self, text, other texts, and the world. Making connections and self-questioning are helpful reading and SEL strategies. Making Connections (Allen Simon & ILA/NCTE, 2016) <http://www.readwritethink.org/professional-development/strategy-guides/making-connections-30659.html>

Intellectual Access: Are activities, rigor, communication, discourse and materials available and obtainable for all?

- Safe:* Welcome new strategies to improve instruction for English Learners. Graphic Organizers for Content Instruction (Haynes, J., 2004) http://www.everythingsl.net/in-services/graphic_organizers.php
- Engaged:* Review how a common goal may contribute to an engaged learning community. Guide to Creating Inclusive Volunteer Programs (State of Illinois, 2016) <https://www.illinois.gov/serve/Pages/Inclusive-Programs-Guide.aspx>
- Supported:* Assess and promote Universal Design for Learning (aligns with every other area as well). Applications of Universal Design in Primary and Secondary Education (The Center

for Universal Design in Education—DO IT, 2016) <http://www.washington.edu/doiit/programs/center-universal-design-education/applications-universal-design-primary-and-secondary>

Challenged: Help students to visualize and create alternate approaches. Provide access for a global environment, future employment and academic success. Illinois Assistive Technology Support Site for K - 12 schools (Infinitic & ISBE, 2016). <http://www.at4il.org/resource-guides>

Healthy: Provide direct instruction for all students to set goals for well-being. Teach skills and share self-advocacy resources for students, schools, and families. Self-advocacy (Center for Parent Information and Resources, 2016). <http://www.parentcenterhub.org/topics/self-advocacy/>

Reflection:

In our schools, to what degree are students apart from or a part of a learning environment for all? *LEJ*

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Book Review

Grit: The Power of Passion and Perseverance (Duckworth, 2016)

by Michelle Turner Mangan

Author Angela Duckworth is a 2013 MacArthur “genius grant” Fellow who is best known for discovering the common characteristics of grit and how it is commonly developed across fields. She is a noteworthy psychology professor at the University of Pennsylvania and a mother of two children. Her 2016 book, *Grit: The Power of Passion and Perseverance*, is an easy-to-read New York Times bestseller that keeps those of us just below genius level still striving for our best.

Reading from the perspective of a Lutheran educator, there are many practical lessons to glean from Duckworth’s research findings. Yet the applicability of her work doesn’t stop there. It is inspiring on both personal and professional levels, with specific suggestions for how to push yourself. She highlights examples from corporate sectors, K-12 classrooms, professional athletic teams and a whole host of other motivational geysers. Finally, as a parent, she connects with the reader who wants to know how to develop or support grit as a character trait in their own children. Duckworth seamlessly writes for these multiple audiences while staying true to her singular purpose in life to “use psychological science to help kids thrive” (p. 159).

One surprising lesson I learned is that grit (i.e., showing passion and perseverance for long-term goals) is about abandoning some of your goals so that you can focus on a more cohesive and smaller number of goals (p. 68, 216). This culling and narrowing seemed counter-intuitive to me at first, but the more I thought about it, the more I agreed that one person cannot excel in a limitless number of areas. It is why we hear stories of Olympic gymnasts who experienced an unusual childhood because they were always practicing or competing instead of playing with friends and going to traditional schools. The applicability to our own professional goals is quickly apparent once you start creating the long list of things you do as an educator. Are there things we can give up? Do we have a cohesive philosophy guiding our career? The main take away is to thoughtfully map out and focus your occupational goals. This focus on purpose is pervasive throughout Duckworth’s book, and for Lutheran educators, comes to a head on pages 149–153 where she discusses the difference between a job, a career, and a calling. (For those of you skillful

skimmers, I suggest jumping ahead to this part of the book.) It supports the Lutheran idea of being called to your work—Lutheran educators, feel free to give yourselves a pat on the back because Duckworth states that those who consider their occupation a calling are “significantly grittier” than those who describe it as a job or career (p. 150). Not only that, she reports those who are called to their work “seem most satisfied with their jobs and their lives overall” (p. 150). She even cites a study that found these workers missed one-third fewer days of work. Duckworth agrees with Yale professor Amy Wrzesniewski that “how you see your work is more important than your job title” (p. 152). Professor Wrzesniewski suggests “job crafting” which is to “think about how, in small but meaningful ways, you can change your current work to enhance its connection to your core values” (p. 166). To me, this is both goal setting and taking responsibility for creating your own happiness.

Due to page limitations and a real desire for others to read *Grit* for themselves, I will not go into depth about the four psychological assets for grit (interest, practice, purpose, and hope). Instead I will end by sharing tips for the practical application of grit development in the daily lives of Lutheran educators. First, Duckworth suggests aligning with three key traits of gritty parents/teachers: warm, respectful, and demanding (p. 214). She says you have to model grittiness. She shares researcher Benjamin Bloom’s recommendations to:

- model work ethic,
- do your best in whatever you try,
- believe work should come before play, and
- work toward distant goals. (p. 216)

In the classroom, Duckworth highlights psychologists David Yeager and Geoff Cohen’s study on high expectations and unrelenting support. The key intervention in the study was a post-it note on graded papers that said “I’m giving you these comments because I have very high expectations and I know that you can reach them” (p. 219). The results of the study showed students were twice as likely (40% of students in the placebo group who decide to revise and resubmit their assignments versus 80% of students who revised and resubmitted work after getting the encouraging message). After reading this, I immediately used the supportive feedback approach with a doctoral student who was on his umpteenth revision of the first chapter of his dissertation. It was a way to soften the blow that he was not yet ready to move on to chapter two. It was an amalgamation of being demanding and supportive.

Overall, grit is not the end-all-be-all character trait. According to a 2014 study on how we perceive others, morality is the most important (p. 273). Duckworth notes honesty, integrity, and trustworthiness are especially vital

to how we are viewed by others. I would argue that though it is superseded by morality, grit is a central component to self-actualization—and luckily for Lutheran educators, those personal and professional levels are combined as a calling. I highly recommend Angela Duckworth’s accessible read; in lieu of New Year’s resolutions that have most likely fallen by the wayside now that summer is fully upon us, start writing up your goal hierarchies (p. 65) and commit to a real plan for realizing your God-given potential. **LEJ**

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by Paul Marquardt

Editor's note: The turn of the last century, from the 1900s to the 2000s, brought with it historic changes. One of those changes important to Concordia University Chicago was the beginning of doctoral programs at CUC. The Ed.D. was accredited in 1998, allowing Concordia to offer a doctoral degree in education leadership with a sub-specialty in early childhood education. The first Ed.D. at CUC was granted in 2002. Since that time we have added a dozen more specializations and the Ph.D., with the first Ph.D. degree granted in 2012. With this issue, I am beginning a new feature, the synopsis of a recently-defended dissertation by a newly-minted doctoral graduate. This synopsis is more than an abstract but less than a dissertation. If you want more than the "taste" we are offering here, you are welcome to find and enjoy the full dissertation at the address listed in the references. We welcome Paul Marquardt, Ph.D. 2016, as the initial contributor to this Dissertation Spotlight.

The past several decades (the later part of the 20th century and the early years of the 21st century) have seen a decrease in the educational attainment levels of US workers (Committee for Economic Development, 2012; McKinsey & Company, 2009). The 21st century educational needs of the United States have outpaced the current supply of educationally skilled workers available. Today in the US the younger generation of workers is much more racially and ethnically diverse than in previous years. Additionally, ethnic and racially diverse groups are typically the most underserved groups by the K-12 and postsecondary education system (Bosworth, 2008, p. 74; McKinsey & Company, 2009). Changing population patterns have been apparent in the makeup of the working-age population cohort for some time. "Between 1980 and 2020, the proportion of minorities in the working age adult population (ages 25-64) is expected to increase from 18 to 38%. The increase in racial and ethnic diversity is even more evident in younger age cohorts" (Committee for Economic Development, 2012, p. 7). This shift in the ethnicity make-up of the working population in the US is graphically emphasized in Figure 1.

Despite an abundance of research literature on adult education, little is being accomplished in a collaborative and efficient manner at the local city and county levels. There is a lack of common agreement among adult education experts regarding what are the most critical needs for adult education in each specific community and how resources can be allocated to address these needs in order of importance.

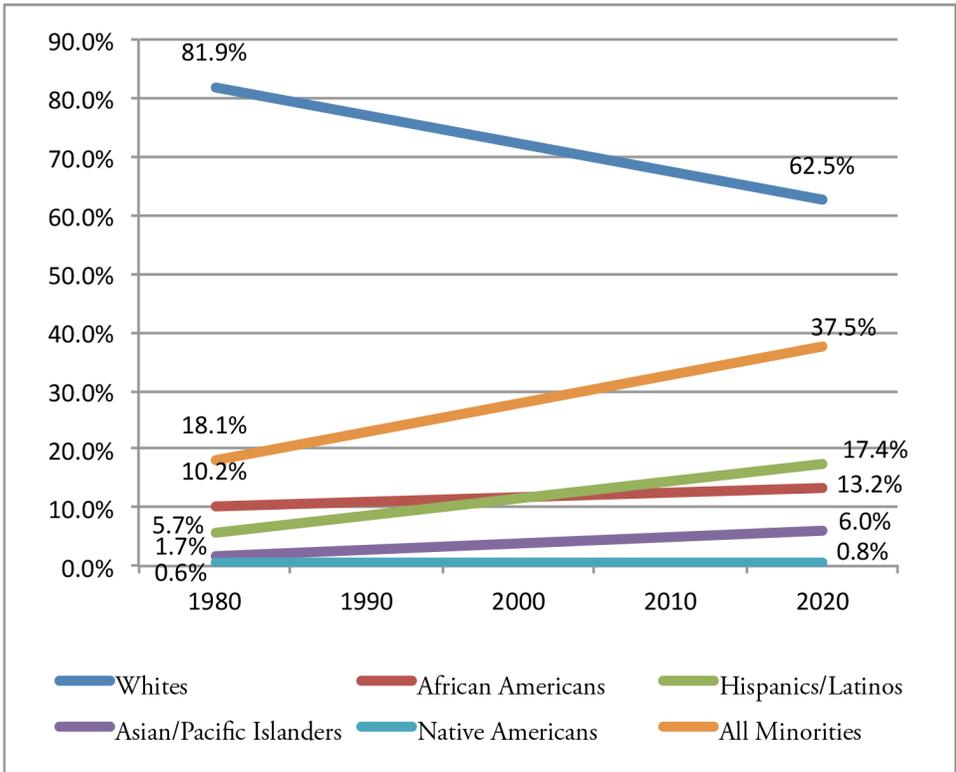


Figure 1. U.S. Working-age Adult Population (ages 25-64) by Ethnicity, 1980-2020. Adapted from “Boosting Postsecondary Education Performance: A Statement by the Policy and Impact Committee of the Committee for Economic Development,” by the Committee for Economic Development, 2012, p. 7. Reproduced with permission of Committee for Economic Development (CED).

The identification and prioritization of adult-education needs is challenging because of multiple perspectives, political agendas, and budget or turf battles for funding. It is important that the most critical adult-education needs within various local communities are identified systematically and without bias in order to provide the most effective and comprehensive programs. The purpose of this research study was to clearly identify the specific future educational needs of adults within the City of Santa Ana, California for the year 2025 according to experts’ opinions, and to also determine the degree of importance and feasibility of each identified need. Without this specific knowledge, limited-resource allocation becomes a hit-or-miss situation which can vary depending upon the political agendas of the day.

Adult-education “experts” located in the local community should and can provide timely and accurate information focusing on the specific educational needs of the local adult population. If collected and synthesized, the information provided by adult-education leaders in the community can form the foundation

for future strategic planning of resources and services that will help to build the local community's economy and economic opportunities. Specific targeting of local resources and programs is a tremendous opportunity for a community to get a return on its investment in both economic and human capital through purposeful planning and allocation of resources (Parker & Spangenberg, 2014).

Research was conducted using The Delphi Method to assist in bringing consensus among 42 adult-education experts in the city of Santa Ana, California, as to the future educational needs that will be faced by adults within the community. The study and methodology were based upon a previous Delphi study done in California in 2006 by Kerr (2007). The findings of both studies identify English Language Literacy (ELL) and the need for basic high school education (General Education diplomas [GED]) as top educational priorities for adults. Findings from this research are presented in table format showing rank order of identified adult education needs by both importance and feasibility. Future research is suggested using ethnographic methodology to provide insight into why adult students do not fully take advantage of all adult educational opportunities offered. *LEJ*

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by Dara Soljaga

Teachers play a vital role in the literacy development of students, especially in Lutheran schools. I believe it is important to consider all approaches to literacy instruction, including multiliteracies. I have been especially intrigued by the New London Group's (1996) proposal to teach multimodal representations of meaning, another term for multiliteracies, including the linguistic (words), visual (images), audio (recordings), spatial (layout), and gestural (expressions). Through the lens of this theoretical framework, the Group asserted that students are empowered to validate their uniqueness in the world, as situated within the realities of increasing local diversity and global connectedness.

For nearly five years now, our Center for Literacy has offered the Jumping into Multiliteracies (JiM) Class, specifically designed for 8–10 year olds. Our students investigate thematic queries through traditional printed text, still images, infographics, design schematics, maps, interviews, recipes, and audio and visual recordings. They explore questions such as: What is a community? What does global citizenship mean? How can we become good stewards of our resources? Why are these ideas important? How can we contribute to the world community?

In JiM Class, our students have interviewed content experts, ordinary citizens and fellow classmates in order to gather data for their individual projects. They've visited science labs, cafeterias and recycling centers, experiencing first-hand the power of physics, food and conservation. A student studying energy efficiency recently reflected, "Before I just didn't know. Now I am trying my best to get in the habit of using energy in the right way" (Student Journal, 2016). Their efforts, over the course of an eight-week cycle, culminate into the development of student-generated artifacts that are presented at a Community Night celebration.

I've witnessed that the strength of programs that focus on multiliteracies lies in students viewing themselves reflected in the tasks with which they engage. When they feel their work can be personally and socially transformative, they become invested in doing their best. Over time, through reading, writing, researching, listening, speaking and presenting, our students have developed the ability to articulate their interests,

cite specific likes and dislikes, and to really make meaning—reading beyond just the words. *LEJ*

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Teaching Young Children... Culture and Child Development

By Michele Gnan

Last month I was invited to speak at Northeast Normal University of Beijing, China. The audience was a group of 450 early childhood educators including teachers, professors, and administrators. I was invited to discuss how early childhood education and the childcare of young children is done in America. Specifically, they wanted to know how Concordia University Chicago, a university of which they have heard, does the high-quality early childhood education for which it is known.

Communicating Quality

In my presentation I spoke about the Early Childhood Education Center (ECEC) in the Christopher Center at Concordia University Chicago. What amazed the audience was the size of the classes and the ages of the children in our center. At the ECEC, class sizes range from 9 to 20, depending on the ages of the children in the classroom, with the infant classroom having the smallest number of children and preschool and kindergarten classrooms having the largest. In most Chinese early childhood classrooms, 30 to 35 children seems to be a norm. The ECEC enrolls children as young as 6-weeks of age. In China, early childhood education begins at age three and “what could you possibly teach a one-year-old” was a continually asked question. It further amazed them that these children were exploring a variety of activities and materials throughout the room with teacher encouragement and involvement rather than teacher-directed instruction of specific activities with specific materials.

People entering the Christopher Center know that the purpose of this building is education, the education of teachers and the education of children. Our purpose is to lead teachers, future teachers, and children to learning. Our vision is to inspire a quest for learning that lasts much longer than the hours spent in our classrooms. Our mission in the early childhood center is to give children and future teachers the tools needed to open windows for all learners.

To be able to share that purpose, vision, and mission with a room filled with teachers steeped in the Chinese teacher-directed culture was an exciting challenge. The teachers in my audience did not understand that such purpose could be

implemented by leading rather than by indoctrination.

Quality and Efficiency

In the United States the windows of learning are the real purpose of education. Giving children of all ages the tools to discover the world and its mysteries is the inspiration those students need in order to begin their personal, life-long quest for learning.

All of us, in every culture, begin our quest for knowledge and information through mirrored lenses. We see only what is important to our immediate lives and interests. We reach out for whatever will meet our needs at the moment. We look at learning as instantaneous, individual, and personal.

In China the windows of learning are standardized so that the goals of productivity and efficiency are met, even in the worlds of young children. Classrooms for kindergarten children (ages 3 through 5 in Chinese classrooms) are organized for efficiency. There can be thirty to fifty young children in a classroom with two teachers, creating an environment requiring regimented management. Our American lenses can't begin to fathom such an arrangement. The difference is one of culture. Young children in China are expected to follow a regimen from the time they are able to sit up on their own. Their mothers socialize them to follow rules and to minimize the size of their "footprint" in the world. This is a concept that the density of their population requires.

My comparison of U.S. and Chinese centers is not given as a discussion of high quality and low quality. It is given as a description of different definitions of quality that grow out of cultural perspectives and cultural needs.

Efficiency and Quality

As young children in the U.S. are guided toward maturity, their parents and teachers are careful to teach children independence and how to make good, appropriate choices for their goals. The ability to make wise choices is an important skill that children will take into adulthood in order to become successful adults in the workplace.

As young children in China are guided toward maturity, their parents and teachers are intent on instilling in children a respect for the rights of others, for the spaces that others occupy, and for the need to support others in their goals. The abilities to fit in, to respect the rights and spaces of others, and to follow the lead of those in charge are important as these children move toward adulthood and toward becoming successful adults in the workplace.

Efficiency and quality are goals in both cultures. Both cultures are working toward raising successful, contributing adults for the society in which they will live and work. Each culture, however, has its unique definition of what successful, contributing adults will look like. The purposes, visions and

missions are as different as the cultures themselves.

Reflections on My Experience

I thought I already knew a lot about culture and cultural differences. I grew up in New Orleans as the daughter of a Cuban immigrant. I grew up living cultural differences every day. But those differences were within one city, one state, one country. The differences I experienced in China were the differences between entire countries of difference. These two cultures, while beginning to intermingle on a small scale, have a lot to learn from each other in the larger picture.

Knowing the impact of cultural assumptions on child-rearing is only a beginning step. Knowing that classroom organization and expectations must be embedded in the larger culture in which they live is a continuing step. Knowing and accepting that cultural differences dictate cultural practices is a part of the continuing walk toward respect for diversity. *LEJ*

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The Counselor in the Classroom... What is Social Emotional Learning?

by Israel Espinosa

Lupe a middle school student lingers after class in her science classroom before heading to her gym class. Her teacher, Mr. Patel asks her if everything is ok. Lupe explains that she is having problems with her friends due to false rumors that involve a boy that her friend has a crush on. Lupe believes that the situation may lead to an altercation with her friend. Mr. Patel encourages Lupe to come up with different methods of handling the situation. Lupe is able to identify several strategies that involve tactful, yet non-confrontational approaches to speak with her friend and communicate her concerns and feelings. Lupe settled on a specific strategy and Mr. Patel encouraged her to touch base with him later that day in order to let him know how things turned out.

Each day students are faced with real-life situations that may have an effect on their learning and well-being as well as the learning and well-being of their classmates. This example demonstrates the opportunities that educators and students have to communicate and promote growth in the development of “personal and interpersonal skills we all need to regulate ourselves, our relationships, and our work effectively and ethically” (O’Brien & Resnik, 2009). Specifically, situations such as these allow children the chance to calm themselves if they are experiencing frustration and confusion, make friends, resolve conflicts respectfully, and make ethical and safe choices. This is the opportunity Social Emotional Learning (SEL) creates.

“What is Social and Emotional Learning (SEL)?” This is often the first question some educators ask as a new set of standards and responsibility was placed on teachers in the state of Illinois in 2003. Many of my colleagues in secondary education have often commented that they are now being asked to be counselors as they are made to feel responsible for a student’s conduct. While there is a shift in the thinking of social and emotional learning in the classroom, it is important to note that the standards are not expecting educators to be counselors. On the contrary, the SEL standards serve as a process whereby children and adults develop essential competencies. These abilities are fundamental for both teacher and student as they provide a capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and

challenges (Bouffard & Weissboard, 2013) According to the Collaborative for Academic, Social, and Emotional Learning (CASEL) these competencies include, self-awareness, social awareness, self-management, relationship skills, and responsible decision making (CASEL, 2013).

SEL itself is a process by which children develop awareness and management of their emotions as well as set and achieve important personal and academic goals. It utilizes social-awareness and interpersonal skills to establish and maintain positive relationships. Importantly, it assists children in demonstrating appropriate decision making and responsible behaviors to achieve school and life success. The Children's Mental Health Act is landmark legislation that has significant potential for assisting school systems achieve their goals and has been nationally recognized for its impact on school improvement and success for its inclusion of all students (Beland, 2007; O'Brien & Resnik, 2009). The essence and purpose of the act is to ensure that Illinois schools "(a) regard social and emotional learning (SEL) as integral to their mission and (b) take concrete steps to address their students' social and emotional development" (O'Brien & Resnik, 2009). This in turn has provided the promotion of positive school environments. These examples include evidence-based SEL classroom instruction, more challenging and engaging curricula, and the ability to infusing SEL concepts throughout the regular academic curriculum (Weissberg & Cascarino, 2013; Jones, Bouffard, & Weissboard, 2013). Other examples as in Lupe's situation lead to engaging students actively and experientially in the learning process during and outside of school, opportunities for participation, collaboration, and service for both students and teachers, and the ability to establish a safe, supportive learning community with respectful relationships and trust. Moreover, it has been found that SEL strongly promotes the involvement of families and surrounding the community (Jones, Bouffard, & Weissboard, 2013). Lastly, research has demonstrated that SEL improves academic outcomes. In a study by Durlak, et. al. (2011) increases in multiple areas consisting of skills, improvement in attitudes about self, others, and school, and improvement in prosocial behavior were seen in students. A reduction in problem behaviors and emotional distress were noted. An increase in standardized achievement test scores were also noted in math and reading.

What is fascinating about SEL is that it brings us into the 21st Century in terms of the skills it promotes that are essential in our modern multicultural world. Students are reinforced to utilize critical thinking, problem-solving, ethics and social responsibility, communication (Partnership for 21st Century Skills, 2007). Effectively, they learn to apply teamwork and collaboration, demonstrate leadership, global awareness and self-direction. In the world of

business, these are critical competencies to have in order to be an effective leader. Goleman (2000) demonstrates in a Hay/McBer analysis of data on 3,781 executives was correlated with climate surveys from their employees and 50-70% of employees' perceptions of the working climate was linked to the emotional intelligence characteristics of the leader. The importance that is placed on the social and emotional learning is essential to the future of our students. *LEJ*

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Words for Thought...Lutheran Education: Our Ministry and Calling

by Shirley Morgenthaler

This column is taken from The Ecology of Ministry: Beyond Shepherds and Shepherding by Shirley K. Morgenthaler, a monograph published in 1992 by Lutheran Education Association. Over the next several issues of Lutheran Education Journal, additional excerpts from the monograph will be considered, expanded, and brought into the 21st Century as needed. These will find their way to the almost-last pages of each respective issue as Words for Thought. For this issue, the introductory overview of the monograph provides the Words for Thought.

As we consider what it is we do in ministry among and within our parishes, we almost always turn to the Shepherd metaphor to illuminate our understanding and guide our thinking. Jesus spoke of shepherds many times as he taught his followers. While this is certainly helpful, it is not the only metaphor available and applicable to help us understand ministry. Jesus used other metaphors which may inform and illumine our concepts of ministry and leadership in the church as well. Two of these metaphors are particularly helpful.

Many of the parables of Jesus involve farmers and farming. Pictures of sowers and sowing, seeds and planting, tending and harvesting are found in these parables. Other parables and teachings of Jesus include the idea of fishers and fishing. Pictures of nets and casting off, of searching for and finding the catch, of patiently seeking again and again until the catch is successful.

These words for thought come as the result of several years of thinking about and being somewhat uncomfortable with the metaphor of shepherding as the primary picture 'of ministry and leadership in the church and the community. They were originally published as a part of a larger document published by Lutheran Education Association in 1991. The full document can be found at <http://www.lea.org/Portals/10/Monographs/BeyonShepMorgenthaler.pdf>.

We have said and thought—and even written—much about the need to emulate the Good Shepherd in our work as His spokespersons and servants. We have a common understanding about the need to serve, to not dominate. About the need to lead, to not dictate. About the need to care about the well-being of others, often above ourselves. We have a ready concept of Jesus as the Good Shepherd and our need to follow His example.

But that's not the only example Jesus gave us. He gave many other words and metaphors for thought. Other metaphors are farming and hunting, both also agrarian activities. Both are also found in the metaphors that Jesus used in His parables and teachings. These metaphors may be thought of as descriptors of each of us in our work with God's people. Maybe we aren't simply shepherds after all. Maybe some of us are more farmer-like, or hunter-like than we have assumed. Maybe there are different qualities needed in different ministries - or at different times in the same ministry.

One additional issue needs to be examined at this point. This issue is that of gifts, talents and interests. What brought you into full-time or public ministry? Was it the desire to serve? The desire to nurture? The desire to help others feel the joy of God's love and forgiveness? Was it the desire to nurture and to shepherd? Do you have a nurturant personality? To be able to answer this question, one must identify the qualities of a nurturant personality. The list presented for your consideration may be far from complete, but it does give an overview of the key traits of a nurturant personality:

- One who wants to help others to feel good, to feel better.
- One who is self-sacrificing, putting the good of others above the good of oneself.
- One who has a concern for the psychological ecology of the group or the situation.
- Interest in a happiness index.

How does this personality support your ministry? Does it ever create stumbling blocks for effective ministry? Does the nurturant personality serve well for a teacher of young children? A teacher in the elementary grades? A high school teacher? A principal? A director of Christian education? A pastor? A professor? Are there ever any times when shepherding is not the best approach to ministry? Are there other metaphors that have helpful concepts as we think about effective ministry?

In order to answer these questions we need to take a closer look at the nature and role of the shepherds among us and at those in Scripture. It would also be helpful to refer back to the excellent monograph written in 1988 by Erv Henkelmann on the shepherding role of the classroom teacher.

After we have reviewed our roles as shepherds, we will, in later issues of LEJ examine the possibilities of farmer and/or hunter roles as additional helpful metaphors for a deepened understanding of ministry. For this set of Words for Thought, I simply want you to think about how comfortable you are with the overall goal of your ministry. What is that goal?

- Are you nurturing those who are already in the faith and supporting their growth in an ever-closer relationship with Jesus?

- Are you planting seeds that you pray will take root in the hearts of people or children with whom you work? Does your concern focus on those with a small, beginning faith, helping that faith to take root and grow?
- Are you focusing on the lost, those still outside the church and outside the faith? Are you always looking for new ways to get the attention of the least and the lost? To turn their attention toward Jesus?
- Are you finding that your classroom, your Bible study class, or your youth group has one or two people representing each of the above groups: those who are still lost, those with a beginning faith, and those with a strong and growing faith?

How you answered the above questions will guide you as you consider my words for thought. What is it you need as understandings and as resources for your work among God's people? These few words may give you an entirely new way to think about your ministry. Do some of that thinking. Pray over your thinking. Then come back to the next and subsequent issues of LEJ for more Words for Thought. *LEJ*

A Final Word...New Beginnings

by Rev. Daniel Gard

I am grateful that Dr. Shirley Morgenthaler has undertaken the editorship of the historic Lutheran Education Journal. As a world-renowned scholar and a major—if not the major—leader in Lutheran, early childhood education, her knowledge, experience and wisdom is critical at this point in time.

Lutherans have always cherished education. In fact, Concordia University Chicago (the first Concordia) was founded in 1864 to train German-speaking teachers for the new Lutheran schools being established throughout the young United States. When German immigrants began this institution as the Addison Lutheran Teachers Seminary, they sought to bring the educational mission to the field that opened before them. Waves of Lutheran immigrants needed the Gospel, and their children needed education rooted in the Gospel of Jesus Christ. Because of that mission our Lutheran schools had their genesis.

Lutheran education is firmly rooted in the past yet its future is brighter than any of us might imagine. But that future can be ours only if we trust in our gracious Lord to direct and sustain us and to open our eyes to what He is giving us today and tomorrow. As we pray in the Second Petition of the Lord's Prayer, "Thy kingdom come" and as we have learned from the Catechism, "The kingdom of God certainly comes by itself without our prayer, but we pray in this petition that it may come to us also."

Today the mission has not changed. Our Lord's commission to "teach them to observe all that I have commanded you" (Matthew 28:19 ESV) speaks as clearly and loudly as ever. But so does the mission field, except that it is no longer in German alone but in English, Spanish, Korean, Arabic and hundreds of other languages. I say that the mission field "speaks" because these are human beings created by God and needing to be connected to the One who has created and redeemed them. It is within this increasingly diverse and secularized culture that Lutheran schools can and must exercise the mission and ministry given to them.

In this issue of LEJ, you will read articles that focus our attention on the future of Lutheran education. I am honored to be a small part of this Journal and to be a small part of the

formation of a new generation of Lutheran teachers here at Concordia. We need never fear the future because Jesus, the Eternal One, will be there leading, guiding and sustaining us with His grace. On to the future with the same mission but a new mission field. “And behold, I am with you always, to the end of the age” (Matthew 28:20 ESV). *LEJ*