

ICAA ANNUAL ACCREDITING MEETINGS & ORUEF INTERNATIONAL CHRISTIAN SCHOOL CONFERENCE



ICAA ACCREDITING MEETINGS:

School administrators and teachers from ORUEF/ICAA member schools converged in Tulsa, OK on June 28 – July 2, 2009 for the annual ICAA Accrediting Hearings and the ORUEF International Christian School Conference.

The week's activities began on Sunday afternoon, June 28 with the annual meeting of the ORUEF and ICAA Boards of Directors. As has been the case for the past few years, the board meeting was held jointly with both Boards of Directors. At the board meeting, the past year's ORUEF and ICAA activities were reviewed, business items and upcoming issues were discussed, and budgets were approved for the next fiscal year.

Annual review of all schools in the ICAA accreditation process was conducted on Monday, beginning that morning with review by ICAA Review Committees. This was followed by the meeting of the ICAA Commission for Accreditation

which heard the results of the schools' reviews and determined, by vote, each school's ICAA accreditation status for the 2009-2010 school year. The Commission then reviewed and discussed various standard-related accreditation issues related to the ICAA accreditation process.

The ICAA Delegate Assembly meeting was held on Tuesday, June 30 from 9:00 am until 12:00 pm. The delegates at the meeting received the report of the actions of the ICAA Commission for Accreditation regarding the accreditation status of schools from Mr. Michael Pratt, ICAA Chairman. The Delegate Assembly held elections to fill expiring terms and other vacancies on the ICAA Commission for Accreditation. Elected to 3-year terms on the ICAA Commission for Accreditation were:

Gene Oborny
Alba Wilcox

James Watts
Bill Zehner

In addition, Nancy Purtell was elected as Vice-Chair of the ICAA Commission for Accreditation, and Sue Tidwell was elected as Secretary of the ICAA Commission for Accreditation.

The **ICAA International School Luncheon** was held at noon on Tuesday, June 30. Representatives of ICAA schools from Colombia, Costa Rica, Ecuador, El Salvador, Guatemala,

Ghana, Honduras, Mexico, Nigeria, Spain, and Sweden were present for the luncheon along with ICAA various ICAA board members and ICAA chairpersons for the schools. Tuesday activities were concluded by a meeting that afternoon of the ICAA Chairpersons where various accreditation issues were reviewed and discussed with various ICAA board members and ICAA chairpersons for the school. Tuesday activities were concluded by a meeting that afternoon of the ICAA Chairpersons where various accreditation issues were reviewed and discussed.

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Top Picture: Time of praise and worship at the beginning of the meetings. **Bottom Picture:** (left to right) Commissioners Sandra Serna, Festus Akhimien, Nancy Purtell, Dr. Donnie Peal, and Chairman Michael Pratt

LOVING GOD WITH ALL YOUR BRAIN

By Dr. Jerry Eshleman, Superintendent, Cornerstone Christian School



Shortly after His resurrection Jesus was busy making key appearances. He, no doubt, knew His time was short on earth with the ascension just around the corner. Luke 24 documents much of His post-

resurrection appearances and activities. There is however, buried in the documented activities, one small, but significant statement. It's found in verse 45 of that chapter and states, "And He opened their understanding, that they might comprehend the Scriptures" (NKJV). One version substitutes "mind" for the word "understanding." What he did specifically here to "open" their minds we do not know. What we do know however, was that He took great pains to make sure their minds were ready in order to comprehend what was about to be taught.

The didactic import of this step cannot be overstated. Christ Himself not only recognized, but did something about preparing the mind for learning. A casual reading of God's word would reveal countless references to emotion. Joy, anger, lust, etc. are just a few of the emotions mentioned. Clearly God cares about our emotions. Interestingly enough, God's word has been confirmed by recent advancements in neuroscience beginning in the 1990's. Although His word need no further vetting or confirmation to establish its veracity, it is interesting to see how scientific findings enhance our understanding of Biblical principles. Specifically, there has been a refreshing resurgence in our understanding the role of emotion in teaching and learning.

Central to understanding the role of emotion is the power it has to motivate.

Central to understanding the role of emotion is the power it has to motivate.

Motivation is that age-old issue all educators have dealt with. Advances in neuroscience have yielded the following 3 practical applications to make your lessons and teaching more motivating:

COMPETENCE

As educators, we need to help the learner feel they are in command and control of the content. How confident would you feel if asked to guest lecture on a topic you knew little or nothing about? The same holds true when we ask our students to perform daily in class. We need to help them feel confident by feeling competent. Educators must help the learner be successful (i.e. actually know the material) and then we need to make sure they see their success. Help them see how much of a new topic they may already know. Jesus taught advanced theological concepts by simply using the phrase... "the Kingdom of Heaven is like..." In Matthew 13 with the Parable of the Soils, He took what they knew and related it to what they did not know. Also, when helping students see their success we need to praise them. Although there is much debate about the use of praise, it does seem clear from the research if you're

"Don't give blanket praises . . . be precise.

going to praise the learner, be precise. Don't give a blanket praises such as, "...good job today Tommy." Instead, be precise. "Tommy today you did a really good job when, in our math lesson, you realized you need to carry that number to the tens place." If they are struggling with content mastery then perhaps at least praise their efforts. Again, you need to be precise here. "Ella, I noticed you had a little problem getting the chemical equation

just right, but I appreciated that you never gave up trying. Tomorrow, in class, I will show some different ways to solve that."

AUTONOMY

This is all about choice. Do your students feel they have a choice? Do you allow for multiple options? When asking children to solve math problems together as a class, do you ask the students... "who obtained the same answer as Jose, but did so in a different way?" Do you require everyone to write a paper or take a paper-pencil test? What about expanding your assessment repertoire and allowing them to show you what they know by producing a power-point, collage, a skit, a website, or a brochure. Why not let them choose which way they can best demonstrate their expertise? We could ask the students if they'd like to work in groups, pairs or alone in order to learn the material. Remember, perception is reality. If they perceive they have choices they will be more motivated to work.



RELEVANCE

This is that timeless question..."why do we need to know this stuff?" Do **WE** even know why it is important to get the "X" from one side of the equation to the other? Often time information is perceived to be irrelevant because it is too detached from its actual application. We can tend to teach on such granular topics that seem to, in no way, be related to anything else. I recommend we start our

Differentiated Instruction: Intentional Practice Will Promote Better Thinking and Learning

by Dr. Patrick Otto, Chair, ORU Graduate School of Education



How many times have you heard a teacher lament, “I just want the students to think for themselves”? Nearly everyone who has spent time in a classroom with stu-

dents of any age has had this same thought at one time or another (Paul, 2009). The fact is that God did not make us all from one mold (Psa. 139:13). We each respond differently to brain stimuli. We each have different past experiences, cultures and worldviews that act as filters for what we see and hear. We each learn differently (Slywester, 2000). It is not enough for a teacher to connect with one or two or even two thirds of the class, but rather it is the teacher’s responsibility to teach in a manner that address all of the student’s learning styles and needs. For the teacher to be successful at this, they must be committed to differentiating their instructional practice.

Differentiated Instruction is often thought of as if it were a new concept. However, it is simply the teacher being professionally responsible to teach every student. It requires that the teacher vary the curriculum delivery and assessment methods to ensure that each stu-

dent has the best opportunity to learn (Tomlinson, 1999).

The list of thoughts, theories and concepts regarding teaching to the individual learner extends back through the ages. Today, Differentiated Instruction focuses a great deal on brain research; see the works of Patricia Wolf. In the 1990’s, Howard Gardner’s theory of multiple intelli-

gences and the related implications for lesson development and instruction became a major focus of teaching and learning. In the early 1980’s, Wilkinson reminded us that each child is created by God to be unique and is a gift to our classroom. Wilkinson admonished us that teachers are accountable to God to teach effectively every child that God puts under our charge. In the 1970’s, Maslow’s Hierarchy was a primary focus of teaching and learning (Purkey, 1978). William Purkey and others felt that the key for successful teaching (now called Differentiated Instruction) was to develop lessons to reach and then shape each child’s self-concept.

“Differentiated Instruction . . . is simply the teacher being professionally responsible to teach every student. “

Each of these theorists, while having very different ideas as to how to best teach students, all had as their goal the effective teaching of the students. The list of thoughts, theories and concepts regarding teaching to the individual learner extends back through the ages.

One common theme for many of these theories is that to be effective in differentiating instruction the teacher must be intentional. Purkey, Wilkinson, Gardner, Wolf and Tomlinson, while differing greatly in their philosophical and meta-

physical beliefs, would all agree that Differentiated Instruction just does not happen by itself. It happens when the teacher works hard to identify the different individual student learning styles, the culture, the environment and the specific learning needs of the students, teach to these variables and assess their own teaching to ensure that all students are learning.

The Teacher Work Sample Methodology is a process that the Oral Roberts



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LOVING GOD . . . continued from page 2

lessons and units with the end in mind. What is it that you want your students to know or do when you’re done with the lesson? Why don’t you start your lesson with the real-world, big picture scenario? This may not only be engaging, but embedded in it, could be a series of skills and sub-skills that match perfectly with what you’re about to teach. A very simple example might be that you want to teach about capitalization. Mastery of this task, in and of itself is horribly boring. What if you however, opened the lesson by stating that, as a class, they will be writing letters to our troops overseas. In

order to do so they must send our very best work. Writing a great letter is based, in part, on how readable it is. Capitalization helps the reader read the letter quickly and accurately. Now suddenly, the child wants to learn capitalization rules because it is now contextualized with a purpose and thus relevant.

At this point, capitalization rules become valuable because they are a necessary means to an end.

Ultimately, great teaching depends upon following the many great examples in God’s Word. Jesus was a master teacher,

the greatest that will ever live. We can follow such examples and, in addition, can see how today’s research provides a practical guide to maximizing our teaching impact. These 3 principles of motivation can assist us in helping the child enjoy the learning process. Just like Jesus, we can motivate their minds so that they will comprehend.



INTERNATIONAL CHRISTIAN SCHOOL CONFERENCE: Wednesday morning, July 1, marked the return of the ORUEF International Christian School Conference to the summer agenda after not being held for the past several years. The keynote speaker at the conference on Wednesday morning was Dr. Harry Wong. Dr. Wong is a highly regarded and highly sought-after speaker in the education community. He spoke for about three hours on the topic, "How to Achieve Maximum Success in the Classroom," based on his book *The First Days of School*. Everyone who attended the conference received a complimentary copy of his book.

Wednesday afternoon of the conference was devoted to break-out sessions. Conference attendees had the opportunity to choose and attend two workshops from among a variety that were offered. The workshops offered included:

Building Good Rubrics
Changing How We View Math Ability
Choosing the Right School Management Software: Power Tools
How Disruptive Innovation Will Change the Way the World Learns
How the Fields of Science and Engineering Help to Reveal God's Glory
How to Implement the Christian Life Project in the Christian School (taught in Spanish)
How to Survive and Thrive in Graduate School
Instructional Diversity in the Classroom
Keep a School Growing with Good Customer Service
Maintaining a Spirit of Excellence in Christian Education (taught in Spanish)
Mission Organization: Making Your Classroom Work for You
Motivating Students in Math
Multicultural Literature: Your Students' Window on Our Global Society
ORU eAcademy, How Can We Help You?
Play to Learn
Preschool Power Points
Promoting Clarity of Thought
School Management Software Extreme Makeover: Web-Powered Transformation to Best Practice
Stanford 10 Data Analysis to Improve Instruction
Three Evolution-Free Reasons to Enhance Your Curriculum
Ten Things Principals and Teachers Would Like to Tell Parents About Parenting
Teaching to Engage and Challenge
Using Tools That Build and Sustain Your School Mission with the Great Commission



Top & Left:
Conference attendees
Bottom:
Gary & Alba Wilcox leading worship.



All conference attendees had the opportunity to visit the exhibit area where we had vendors from thirteen different companies providing information on the services and products.

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We would like to thank the vendors who participated in the ORUEF Int'l Christian School Conference

Champion Events Group
 Christian Educators Assoc. Int'l
 Master Books/New Leaf Publishing
 Mr. I Travel
 ORU eAcademy
 ORU Graduate School of Education
 Oral Roberts University
 Pearson/Harcourt
 Redbird Enterprise
 Red Carpet Charters
 RenWeb School Management Software
 The Jewelry Factory of America
 Sams Club

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The conference continued on Thursday with an ORUEF Administrator's Breakfast. This was a new addition to the conference schedule; ORUEF had never held an Administrator's Breakfast in conjunction with the annual conference. Over 100 people attended the Breakfast to hear Dr. Mark Rutland, the new President of ORU,



Mart Green, the Chairman of the ORU Board of Trustees, and Dr. Ralph Fagin, the ORU Interim President speak. Many who attended the Breakfast commented on how enriched and blessed they were by the event.

The conference concluded on Thursday with a keynote presentation by Mr. Robert Wendover, Managing Director of the Center for Generational Studies. Mr. Wendover spoke



for 2 ½ hours on the topic, "Educating the Millennial Mind." The topic was based on research and writings on cross-generational trends and focused on connecting with and educating the "most diverse, wired, skeptical, demanding, fun-loving generation in U.S. history." Mr. Wendover also spoke on connecting and working with the parents of this generation.

The week's activities concluded on Thursday afternoon with the annual **ICAA Accreditation Awards Banquet** held on the 60th floor of the CityPlex towers in Tulsa. It is at this banquet that schools receive their accreditation awards, outstanding teachers and administrators are recognized, and Christian Student Honor Association project awards are given.

At this year's banquet, 18 schools which had been re-evaluated received their continued accreditation

certificates. In addition, the following accreditation recognitions were given:

Progressing to Candidate for Accreditation status:

Christway Academy
Duncanville, TX
Temple Academy
Houston, TX

Progressing from Candidate status to Provisional Accreditation status:

Austin City Academy
Austin, TX
Gimnasio Campestre Beth Shalom
Bogota, Colombia
Gimnasio Campestre Cristiano
Bogota, Colombia
Liceo Manantial de Vida Eterna
Bogota, Colombia
Morning Star Christian Academy
Port-au-Prince, Haiti
St. John Christian Heritage Academy
Oklahoma City, OK
Texas Bufkin Academy
Milwaukee, WI

Progressing from Provisional status to Accreditation status, receiving accreditation for the first time:

Destiny High School
Milwaukee, WI
High Point Preparatory Academy



ICAA 2008-2009 Chairman: (bottom row-left to right) Nancy Purtell, Sue Tidwell, Alba Wilcox, Patti Simon, Sandra Serna, Millie Rogers Maximo, Pat Losey, Carolyn DeSalvo. (top row, left to right) Dr. Tim Norton, Festus Akhimien, Michael Pratt, Dr. Dennis Demuth, Richard Tankersley, Stan Whitmore, James Watts, Bill Zehner, Donnie Peal (missing were: Phil Brown, Gene Oborny, Dr. Patrick Otto, Dr. Calvin Roso, Stan White, Jeanne Zakem, and Randy Ziemer.

Also, at the banquet, the Outstanding Teacher of the Year, Outstanding Administrator of the Year, and Outstanding School of the Year awards were announced and presented. Those were:

Outstanding Teacher of the Year:

Guy Crubaugh
Somerset Christian School
Somerset, KY



Outstanding Administrator of the Year

Patti Simon
Valley Fellowship Christian Academy,
Huntsville, AL



Outstanding School of the Year

Valley Fellowship Christian Academy
Huntsville, AL

CHSA AWARDS: Annually, the Christian Honor Student Associations of ORUEF member schools can elect to complete a service project. Schools are requested to submit details of those projects to the ORUEF office at the end of the school year. Those projects are evaluated and awards are given to the top projects. Those receiving awards at this year's banquet were:

First Place

Meadowbrook Academy: Ocala, FL
Project: "Through the Eyes of our Community"

Second Place

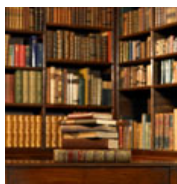
Abundant Life Christian School
Madison, WI
Project: "Stepping Forward"

Third Place

Christian Fellowship School
Benton, KY
Project: "Leading and Serving Others"

Honorable Mention

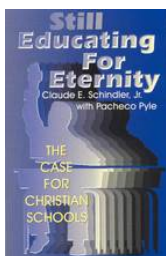
ORU eAcademy
Tulsa, OK
Project: "Online Chat Room Beta Test"



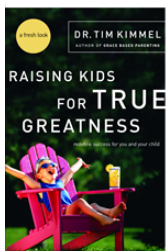
ON THE SHELF

by Patti R. Simon, M.A. Ed.

As an administrator, I am constantly in pursuit of educational and inspirational resources that I can use to enhance my school, to encourage my staff, and to assist me as I promote the vision of Christian education. My summer to-do list includes a plethora of books that I hope to read but I never seem to get around to reading them all. However, two books from my summer reading should recharge your call to Christian education.



Still Education for Eternity by Claude E. Schindler, Jr. and Pacheco Pyle (1997, Association of Christian Schools International, Colorado Springs, Colorado) was introduced to me during my master's classes at ORU. The book provides an excellent Biblical rationale for Christian education and offers practical advice on how to keep a Christian school Christian. Every summer since that class, I have reread this little book and as I read, I am reminded of the importance of God's call to Christian education. With each chapter, I get re-fired-up and refocused upon the task on hand.



Another book stirred my passion, challenged my definition of success, and renewed my sense of call to Christian education. *Raising Kids for True Greatness* by Dr. Tim Kimmel (2006, Thomas Nelson) tackles the pressure parents feel to push children at what is falsely perceived as success. He argues academic, sports and social accolades as far too low of a goal and proclaims true greatness as the desired target. Kimmel seeks to redefine success by exalting true greatness, a Biblical success entailing a love for God that motivates, inspires, and instigates genuine care for others. Kimmel's concentration upon a believer's purpose and position challenges parents not to settle for success.

Although the text is directed to parents, educators will still find the information applicable within a Christian school. The stories and practical advice can easily be utilized for staff devotionals or teacher-training sessions, particularly relating to school mission. Families or staff members who believe that the purpose of Christian education is simply to offer a higher academic program will be introduced to the Biblical standard of aiming children to hit the target of true greatness.

Patti Simon is the Principal/Administrator at Valley Fellowship Christian Academy in Huntsville, AL. She also serves as Pastor along with her husband, Greg, at Valley Fellowship Church. She is the 2009 recipient of the "Administrator of the Year" award given out each year to one of ICAA's accredited schools.



Above: Candidate schools moving to Provisional status: (left to right) Stan Whitmore (Austin City Academy), Edgar Patino (Gimnasio Campestre Beth Shalom), Priscila Calonge de Caldas and Pastora Vicky de Echeverry (Gimnasio Campestre Cristiano), Julio Cesar Orozco (Colegio Cristiano Semilla De Vida), and Dr. Donnie Peal.



Above: Schools receiving Re-Accreditation certificates: Front Row (left to right): Cheryl Washington (Word of Outreach Christian Academy), Amanda Rutherford (William Bradford Christian School), Maria Anthony (City of Life Christian Academy), Kary Pardillo (Colegio Patria de Juarez), Kate Giacalone (Central Christian Academy), Joyce Miller (Calvary Christian Academy Preschool), Nancy Purtell (Lake Country Christian School), **Back Row:** Teresa Jackson (Greenhill Farms Christian Academy), Patti Simon (Valley Fellowship Christian Academy), Dr. Tommy Miller (Jacksonville Christian Academy), Richard Tankersley (Shoreline Christian School), Dr. Rick Mueller (Christian Fellowship School), Joshua Davenport (Lifestyle Christian School), Jaime Barrera (Livingway Christian School), Robert Akers (Somerset Christian School), and Dr. Donnie Peal.

Right:

Awarded First Time Accreditation was (left to right) Andrea Davis (Destiny High School), Beth Featherston & Mia Arnold (High Point Preparatory Academy), Dr. Donnie Peal



University School of Education employs to train future teachers to apply Differentiated Instruction throughout their teaching. Teacher Work Sample Methodology helps the teacher to identify student learning styles and other learning variables. These are called the learning context. Once these variables are identified, the teacher will develop lessons to address the contextual variables. Not all lessons will address each variable, but the teacher will track by individual lesson, the variables that are addressed and will ensure that all of the learning variables represented in the class are addressed equally. The Teacher Work Sample Methodology provides the future teacher with the tools to methodically identify the different learning styles and needs of their classes with the intent that they will then carry this methodology into their professional teaching (Western Oregon University College of Education, 2001).

Through the Teacher Work Sample Methodology, the teacher is systematically directed to intentionally think about each student prior to planning and developing a lesson. By knowing the contextual variables in their class, they can plan lessons specifically to address the needs of the specific students. A critical part of this process is the keeping track of intentional lesson to contextual variable alignment. This

allows the teacher to regularly monitor their lesson development and ensures that the lessons are always being adapted to address the different styles and needs. The teacher is prevented from falling into the same old lesson development patterns that they prefer to teach.

Intentional assessment is a key to any educational improvement (Reeves, 2008). Typically in education, when we think of assessment we focus on assessing the student learning. With the Teacher Work Sample Methodology, student learning is assessed, but as part of a larger self-assessment. The teacher collects assessment data reflecting how well they have developed the lessons to best serve the various learning styles and contextual variables. One of many data points is the student learning assessment. If Johnny consistently performs poorly on a specific subject or competency, then the assessment may be revealing a weakness in the lesson development. The teacher will know if the issue is or is not poor lesson development by reviewing the data that they have collected indicating the degree of specific lesson alignment with Johnny's learning style and other learning needs.

The point of effective assessment is that the use of multiple sources of data will guide the teacher. The teacher will not have to assume or guess if they covered all of the learning styles and needs.

They will know that they have or have not responsibly addressed these needs through the intentionally developed lessons.

As teachers, we can not think for our students, but we can think and strategize about the way our students do think. When we are intentional about effective student learning, we are more like the five or ten talent servant. Our students are blessed and we will hear, "Well done good and faithful servant." (Matthew 25:21)

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**If you would like to contribute articles to this newsletter,
please contact Janna Pyle at 918-493-8880 or japyle@oru.edu.**

2009-2010 Calendar of Events

September 16-17, 2009

ICAA Annual PK-12 Workshop
Tulsa, OK

December 4, 2009

ORUEF Regional Christian School Conference
Albuquerque, NM

March 4-5, 2010

International Christian School Conference
Tema, Ghana

Fall 2009

International Leadership Symposium
Livets Ord, Sweden

January 15, 2010

ORUEF Regional Christian School
Conference
Fort Worth, TX

April 8-9, 2010

International Christian School Conference
Mexico City, Mexico

November 5-6, 2009

National Leadership Symposium
Dallas, Texas

February 12-13, 2010

International Christian School Conference
Bogota, Colombia

June 28-29, 2010

ICAA Annual Accreditation Meetings
Tulsa, OK

November 12-13, 2009

National Leadership Symposium
Atlanta, Georgia

March 1-2, 2010

International Christian School Conference
Benin City, Nigeria

June 30 - July 1, 2010

ORUEF International Christian School
Conference
Tulsa, OK



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