



# **SUMMER 2009**

"Serving Christian Schools and Educators throughout the World"

# ORUEF - 25 YEARS OF SERVING CHRISTIAN SCHOOLS



In 2008, Oral Roberts University Educational Fellowship (ORUEF) experienced its 25th year of serving Christian schools. So much has happened during the during those 25 years. Drastic changes have occurred in our world; the field of education has continued to change with increasing rapidity; many Christian schools and Christian school leaders are gone and others have arisen in their place. Today, many in our ORUEF family have no knowledge of the history of ORUEF and its founding. This is, thus, a good time to reflect on the origins of and God's work through ORUEF the past 25 years.

ORUEF was established after Oral Roberts, then President of Oral Roberts University (ORU), sensed a call from God on April 24, 1983 to establish an organization to serve the needs of Christian preschools, elementary and secondary Christian schools, and Bible colleges both in the United States and internationally with a Pentecostal/Charismatic distinctive. At the time, there was no other organization that focused on serving those schools. The proposed name of the organization was Oral Roberts University Charismatic "Faith Schools" Fellowship, Inc. to be known colloquially as the ORU Educational Fellowship (ORUEF).

President Roberts subsequently held a meeting to discuss the founding of ORUEF. The meeting was held in July 1983 on the ORU

campus in Tulsa, OK and, in addition to Oral Roberts, included 11 other individuals representing ORU and various Christian school ministries from around the country. Dr. David Hand, Dean of the ORU School of Education, and Dr. Dennis Demuth, Superintendent of Victory Christian School in Tulsa, were both in that initial meeting and have faithfully continued their work with ORUEF to this day.

Following that initial meeting, a chartering conference attended by Christian school educators, ORU personnel, pastors, and others was held on September 29 – October 1, 1983 in the ORU City of Faith Medical and Research Center (now known as the City-Plex) in Tulsa, OK. At the conclusion of the conference, ORUEF was officially chartered to serve Christian preschools, K-12 Christian schools, and Bible colleges both in the United States and internationally. Approximately 75 Christian schools constituted the charter membership of ORUEF.

Following the chartering of ORUEF, an initial Board of Trustees was formed, and Dr. Richard L. Watson, Dean of the ORU School of Education, was appointed the Director of ORUEF. David Wagner, Administrator of Abundant Life Christian School in Madison, Wisconsin, was appointed by the ORU Board of Regents as the first ORUEF President.

From its inception, there was a recognition that among the most important services that ORUEF should provide its member schools was the development of a process to guide a member school to effect quality improvement in its own programs and operations. With the help of, first, Dr. Carl Reynolds of ORU, and, later, Dr. Don Petry, the first set of ORUEF accreditation standards were developed and implemented in 1986. Separate sets of standards and instruments were developed for Christian preschools, K-12 Christian schools, and Bible colleges. In 1987, ORUEF established the Internation-

al Christian Accrediting Association as a separate organization to guide and oversee this accreditation process. In July 1987, 12 schools were accredited by ICAA, constituting the first group of schools to have been validated as in full compliance with ICAA accreditation standards through a process that culminated with an accreditation site visit by peer Christian educators to each school the previous spring.

A number of other significant events related to ORUEF and ICAA also occurred in 1987. That year, David Hand, Administrator of Cedarwood Christian Academy in Aurora, CO, was appointed the Director of both ORUEF and ICAA. In addition, 1987 was the year in which ORUEF began hosting the ORUEF National Finals Competition on the ORU campus. At its height, while under the authority of ORUEF leadership, the Competition attracted over 1,500 students from many ORUEF schools to compete in more than 200 different categories from academics, to athletics, to fine arts. ORUEF also conducted its first international Christian school conference in 1987. This conference was held at the Word of Faith School in Benin City, Nigeria.

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### ICAA HAS SUCCESSFUL YEAR USING REVISED STANDARDS AND RUBRICS

Dr. Donnie Peal



After over three years of development and refinement, ICAA officially published and instituted the Seventh Edition of its accreditation standards and procedures. All indications are that

this latest edition will continue and enhance ICAA's great tradition of providing a quality accreditation program for Christian schools.

ICAA provided a training session explaining the revised standards and procedures for school administrators and other representatives during its June 2008 summer accreditation meetings followed by an additional training session for ICAA school chairpersons. Additional training was conducted for schools and chairpersons in September 2008.

The first site visit conducted using the Seventh Edition following its final adoption was at High Point Preparatory in Arlington, TX (see photo). During the 2008-2009 school year, a total of 17 accreditation site visits were conducted using the Seventh Edition of the ICAA standards. On seven of these accreditation site visits, a representative from the Southern Association of Colleges and

Schools (SACS-CASI) or the North Central Association (NCA-CASI) was present. A representative from the Association of Christian Schools International (ACSI) was also present on one visit. These additional representatives were there to validate the school's accreditation status with their respective organizations following the co-accreditation agreement they have with ICAA.

The SACS-CASI, NCA-CASI, and ACSI representatives were very impressed with the revised ICAA standards and procedures. On various site visits, they made such comments as, "This is a very thorough process," "The ICAA process allows you to get a lot more work done in a lot less time," and "the ICAA process really helps a school get prepared for a site visit and site teams arrive well prepared to conduct a good visit." In fact, one representative said that she wished that her association's accreditation process was as well thought-out and efficient as the ICAA process.

While the fundamental structure of the ICAA accreditation program and standard requirements have been maintained, the Seventh Edition of the ICAA accreditation standards and procedures provides significant updates and enhancements to the ICAA process. The major improvements made to the ICAA pro-

cess in this edition include:

- Greater focus on school improvement,
- Adoption of a rubric design with rubrics provided for each standard element providing guidance toward school improvement and greater consistency in evaluating standard compliance and reporting,
- Reorganization of standards into 45 standard elements which are grouped into 7 distinct standard areas,
- Addition of the requirement that the school organize an exhibit room during the accreditation site visit. The exhibits are comprised of specified artifacts which document compliance with various standard elements. Many of these artifacts were previously contained in the school's self-study notebook under the old version,
- Addition of the requirement for certain narratives to be included in the self-study notebook transforming it into more of an institutional profile and description,
- Updating the language of the standard elements and revision of documentation requirements to be more consistent with current educational terminology and best practices, and
- Greater use of electronic media, including a more streamlined report format, making the process more efficient and user-friendly.

A task force of ICAA school administrators, staff, and ORU personnel worked for over three years developing the Seventh Edition of the ICAA standards and procedures. While in development, the new edition was used as a pilot on site visits to Faith Christian Academy, El Paso, TX (full site visit), Livets Ord Kristna Skola, Uppsala, Sweden (full site visit – international school), and Victory Christian School, Tulsa, OK (one-day, 1-2 person re-evaluation site visit), after which the task force made final revisions to the standards and procedures as indicated by those pilot visits.



(From left to right: Dr. Sue Guthrie (SACS), Dr. Anne Moore, Vickie Turner, Dr. J. Patrick Otto, Richard Tankersley, Dr. Calvin Roso, Alba Wilcox, James Watts

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

# DISRUPTING CLASS: HOW DISRUPTIVE INNOVATION WILL CHANGE THE WAY THE WORLD LEARNS.

Reviewed by David B. Hand, Ed.D.—Dean, School of Education, Oral Roberts University, Tulsa, OK



Every once in a while, the business world begins to use a new word or new terminology that, over a period of time, becomes the norm and defines a new way of addressing what is happening or describing a developing

thought, theory, or philosophy. This happened when Thomas Khun first described scientific theories as "paradigms." He then coined the phrase "paradigm shifts" to identify sudden or major changes that take place in the prevailing thinking. So today, Christensen, researcher and professor at the Harvard Business School, has introduced the terminology "disruptive innovation" and "disruptive change." Christensen teaches courses at Harvard about his theories of disruptive innovation—theories that explain how the real world works.

The latest book by Christensen, coauthored by Horn and Johnson, takes the concepts of disruptive innovation and disruptive change from the business world to address a major disruptive change taking place in the world of elementary and secondary school education, thus the title Disrupting Class. At first glance one might think this is another book about classroom management. It definitely is not! The subtitle gives you a clue to the topic: How Disruptive Innovation Will Change the Way the World Learns. The disruptive innovation and change is the rapid growth of "disruptive technology"-computers, educational software, and online, virtual teaching and learning taking place at the K-12 level. The book explains and summarizes fundamental root causes for why schools struggle to improve and then constructs a set of recommendations to resolve those problems through disruptive innovation causing disruptive change.

Even though this book addresses the issues of virtual learning at the elementary and secondary levels, it has ramifications for instructors and leaders in higher education. For over a decade colleges and universities have been involved in online teaching and learning but the book Disrupting Class indicates that online learning is now mushrooming across the nation in the K-12 programs. This is going to impact higher education as more and

more young college age students will be acquainted with and knowledgeable in online learning. These upcoming students will want and perhaps even demand to continue to take online courses at the higher education level. In fact many states are considering doing what Michigan has already done. The Michigan legislators, in 2007, passed a high school requirement that all graduating students in the state are now required to take at least one high school course online. The rationale for the new requirement is the understanding that all students need to be prepared for the disruptive changes in online learning that are now a major part of higher education.

Christensen et al. open each chapter with a real world school or educational vignette so as to assist the reader in understanding students' challenges in the school environment today. The book addresses the conditions of today's schools and states that the way we measure a school's performance is fundamentally flawed. Christensen et al. identify the causes of the educational malaise in our schools. It is pointed out that students have lost intrinsic motivation. Students learn differently and have individual needs and should have a customized education that matches the way they learn and identifies their strengths and areas of multiple intelligences (MI). The authors suggest that to customize, schools need to move away from the monolithic instruction of groups of students and move toward a modular, student-centered approach, using technology and software as an important delivery system. Student-centric technology comprises a computer with software, which can tailor itself to a student's specific type of intelligence or learning style. In contrast, monolithic technology employs a single instructional style for all students. However, Christensen et al. point out that computers that have software that tries to teach all students in the same way would also be monolithic technology.

The book posits the question; Why haven't schools been able to march down the path of customized, technology-based instruction and learning after the public school system has spent upwards of \$60 billion over the last two decades placing computers in the schools? The answer is that new technologies have been crammed into the existing school structure, rather than allowing the disruptive

technology to take root in a new model and allowed to grow and change in a new paradigm of schooling—disrupting class.



To understand the dynamics of what the authors are sharing, it is important to understand the constructs defined in disruptive innovation theory. Disruptive innovation theory explains why organizations struggle with certain kinds of innovation and how organizations can predictably succeed by implementing disruptive innovation and disruptive change.



The example given is to imagine a graph with the x axis representing time and the y axis representing performance. There are two trajectory lines on this graph, one solid line representing the existing product or service, the "incumbent," and

another trajectory represented by a dotted line, the disruptive innovation. The incumbent line shows a continuous pace of performance improvement, the "sustaining norm." At the same time, there is a dotted line some distance under the incumbent line, this represents the new and disruptive innovation. As the two lines continue an upward climb over time on the graph, it can be noticed that the disruptive performance does not overtake the traditional incumbent. However, it is noted that the disruptive innovation is strong enough to shake up the incumbent to the point that the traditional product or service must absorb the disruptive innovation to improve and remain competitive. Disruptive innovations are what the customers desire and at a low price. By making the product or service affordable and simple to use, the disruptive innovation benefits people who had been unable to use or apply the incumbent product or service. Disruptive innovations typically cause a dramatic

change in the landscape of an industry. The book points out that it is important to remember that the disruptive innovation is usually absorbed by the sustaining incumbent which then improves the product or service and causes the disruptive innovation to become the norm.



Christensen et al. provide many examples of the disruptive innovation theory from the business world that Christensen has applied in real life situations throughout the course of the past few decades. Examples include makers of the personal computer like Compag and Dell overthrowing Digital Equipment Corporation and like Wal-Mart and Target supplanting department stores. Another example is Apple, not the major recording companies changing the way we consume music. Others include Canon disrupting Xerox, the Japanese car companies disrupting Detroit's automakers, and Sony disrupting RCA. These are only a few of the many examples Christensen et al. give to validate the disruptive innovation theory.

Once Christensen et al. have established the value of understanding the disruptive innovation theory from the business the world, the authors then take it a step further to reveal the purpose of this book: applying disruptive innovation theory to "customized student learning" and changing the way the world learns by applying computer-based technologies, software, and K-12 distance education via online virtual schooling. The authors make it clear that disrupting class is and will be a positive force for improving student learning and overall schooling. Disruption will be the process by which innovation will transform the market of schooling consisting of services and processes that have become complicated and are costing the public large sums of money into one where simplicity, convenience, accessibility, and affordability will be the new characteristics of schooling and education. Christensen et al. point out that up until this

point in time, student-centric technology in the form of computers has not had much impact on mainstream public education. However, statistics show that public education enrollments in K-12 online classes are signs of disruption as they have skyrocketed from 45,000 in 2000 to roughly a million today. Disruptions share a pattern; they compete against the incumbent in a new "plane of competition." In the case of education, that plane is technology. As technology moves from the traditional monolithic classroom to computerbased learning that has student-customized and student-centric technology, the disruptive change will become more accelerated and have a major impact on the traditional incumbent of public and private education.

The authors share that the disruptive change to learning that is based more on studentcentered technology is creating a new market centered on computer-based online learning; in fact, this is already happening. Computerbased learning has already gotten a foothold in higher education and is now involved in the next market, K-12 education, and is gaining at a predictable pace. Like all disruptions, it first appeared as a blip on the radar and now, seemingly out of nowhere, the mainstream of education is rapidly adopting it. So much so that Florida Virtual School (FLVS), which began in 1997 as a pilot project for two school districts, has become so successful that it is now its own school district. By the 2006-2007 school year, FLVS was serving 52,000 students in 92,000 individual course enrollments, both in and outside of Florida. Some states have passed education regulations mandating that students in high school must take at least one online course before graduating. This is an indication of the incumbent market realizing the value of the disruptive innovation.

In the next 10 years the technology's share for computer-based learning will grow from 5 percent to 50 percent.

Four factors are identified in the book indicating that this disruptive innovation will "disrupt class":

 A computer-based learning market that will keep improving, as all successful disruptions do. In the next 10 years the technology's share for computer-based learning will grow from 5 percent to 50 percent. It will become a massive market.

- 2. A transition driven by the ability for students, teachers, and parents to select a learning pathway through each body of material that fits each of the types of learners—the transition from just a computer-based learning (same fits all), to customized student-centric technology-based learning environment where the phrase "anytime, anyplace, any path, any pace" (FLVS) becomes part of the incumbent paradigm.
- 3. A looming teacher shortage. While many have forecast mass doom-and-gloom teacher shortages before, this is now more likely to happen. Unless computer-based learning has been honed in the foothold markets described, it won't be ready for the mainstream when school districts will need the accessibility that it brings. (Ingersoll, 2003)
- The cost will fall significantly as the market scales up. (Christensen et al., 2008, pp. 100-101)

Disrupting Class ends with several challenging thoughts regarding disruptive innovation and how this theory applied to our current public education system could have a profound impact on student learning. However, the authors suggest that it will take innovation with organizational structure changes in the public schools. This impact that structure has on innovation lies at the root of many of public schools' innovative disabilities. Christensen et al. close by sharing it is time to forge change in our public schools and give schools the opportunity to innovate right structures and embrace disruptive innovation—it is time to disrupt class.

This book is an important read, not only for those educators involved in computerbased learning technologies and virtual online schools but also for Christian school educators. The future for K-12 online learning is made very clear and it becomes obvious to those reading the book who are involved in Christian schools that the demand for even more online learning at the K-12 level will become greater in the near future. The book is also helpful in understanding the issues involved when educators are working as "paradigm pioneers" waiting for the tipping point in virtual computer-based learning. This book is beneficial for all educators interested in improving student learning and who have become disillusioned with the current, nonresponsive school structures. It will challenge your thinking; you may even question; Is it

really possible that K-12 schooling or even higher education could become completely virtual within our lifetime? In the future will we need schools, colleges or universities with walls?

### References

Christensen, C. M., Horn, M. B., & Johnson C. W. (2008). Disrupting class: How disruptive innovation will change the way the world learns. McGraw-Hill: NY.

Ingersoll, R. (2003). Is there really a teacher shortage? Center for the Study of Teaching and Policy and The Consortium for Policy Research in Education.

Dr. David B. Hand is the Dean of the School of Education at Oral Roberts University and holds the rank of professor. His teaching and research interests focus on adult learners and adult education as well as educational leadership at both the elementary/secondary and higher education levels. For the past 32 years, he has taught in elementary, middle, and high school and in the School of Education at both the undergraduate and graduate levels. Dr. Hand has been very active in school accreditation at the elementary/secondary levels as well as at the higher education level. He serves as both a member of the NCATE Board of Examiners and Chairperson for NCATE BOE teams. He graduated with both a B.A. and an M.A. from Oral Roberts University and an Ed.D. from Oklahoma State University. Dr. Hand also serves as the superintendent for the Oral Roberts University eAcademy (ORU eAcademy) a professional development school for online learning grades 3-12 and a teacher training center for the development and advancement of pedagogy in virtual teaching. ORU eAcademy is under the direction of the School of Education.

### 25 Years... continued from page 1

In 1996, after serving ten years, Mr. David Wagner was employed by ORU and resigned his position as President of ORUEF. The ORU Board of Regents appointed Donnie Peal, Administrator of Christian Fellowship School in Benton, KY, as the new ORUEF President succeeding Mr. Wagner. Dr. Peal served until 2003 when he resigned and the Board of Regents appointed Mrs. Nancy Purtell, Administrator of Lake Country Christian School in Ft. Worth, TX, as ORUEF President, a position she continues to hold.

In 1997, Dr. David Hand, after 11 years as Director of ORUEF and ICAA resigned to become the Dean of the ORU School of Education. Tom Agnew, Administrator of Heritage Christian Academy in Richmond, VA, was appointed Executive Director following Dr. Hand's resignation. Dr. Agnew served ten years, resigning in 2008, and the ORUEF and ICAA boards appointed Dr. Donnie Peal to the position.

In 2004, ICAA decided to phase out its accreditation of Bible colleges over five years, ending all ICAA accreditation of Bible colleges by June 30, 2009. In December 2007, ORUEF formally ceded all ownership of the National Finals Competition to ORU. The Competition continues today as the ORU National Finals Competition though it is entirely independent of ORUEF.

Through the years, ORUEF and ICAA have grown, matured, and remained strong through many changes. The ICAA Accreditation Manual has been completely updated three times with other minor revisions being made as needed between the times of those major revisions. The last major revision was just completed in 2008 in which the standards were totally reorganized and updated to a rubric format. This update was a major step forward in accreditation protocols for Christian preschools and K-12 schools, and it has become a model that other accrediting associations are emulating.

In addition to accreditation services provided through ICAA, ORUEF has consistently sought to provide quality services to its member schools. From its early days, ORUEF has conducted regional Christian school conferences, administrator seminars, and other professional development activities for Christian schools. Through the years, those have been held in locations such as: Albuquerque, NM; Atlanta, GA; Baker, LA; Benin City, Nigeria; Benton, KY; Boston, MA; Charlotte, NC; Charleston, SC; Chicago, IL; Denver, CO; El Paso, TX; Ft. Worth, TX; Guatemala City, Guatemala; Houston, TX; Huntsville, AL; Independence, KY; Madison, WI; Monterrey and Mexico City, Mexico; Nashville, TN; Ocala, FL; San Antonio, TX; San Salvador, El Salvador; Seattle, WA; St. Louis, MO; St. Petersburg, FL; Tulsa, OK; and Uppsala, Sweden. Also, in conjunction with the annual ICAA Accreditation Hearings, ORUEF conducted a National Christian School Conference on the ORU campus annually.

Other ORUEF services to its member schools since its inception include: National Christian Honor Student Association, national achievement testing program through Stanford Achievement Testing Program, administrator's seminars to build school capacity and leadership, consultancy in school improvement/program development, and special recognitions of outstanding Christian schools, administrators, and teachers. However, ORUEF member schools consistently attest to the fact that one of the greatest services provided to them by ORUEF and which is a fundamental strength of the organization is the strong networking and fellowship among member schools.

ORUEF and ICAA have become leaders in the Christian school movement, highly regarded by both Christian and secular educational organizations and governmental bodies. ORUEF and ICAA personnel have and continue to serve in leadership positions in many of those organizations.

# PROFESSIONAL DEVELOPMENT WORKSHOP AND SEMINARS

The workshops and seminars listed below are presented to private Christian schools as a service to the community by the faculty of the ORU Graduate School of Education. Each of these workshops and seminars are designed to be one to two hours in duration. These seminars hopefully will assist you as you educate and are provided free of charge. Typically, the ORU professor will bring any technology necessary for the presentation, however, this and other miscellaneous issues can be discussed on a school-by-school basis.

Knowledge is not Power-It's a Worldview: Dr. Timothy D. Norton

Biblical Integration: Dr. Patrick Otto

Education from a Biblical Perspective: A Mandate for Educating Diverse Student

Populations: Dr. Kim Boyd

Intellectual Discernment (K-12 Christian School): Dr. Hallett Hullinger Assessment and Evaluation of Christian Schools: Dr. Timothy D. Norton

What Is Your Worldview?: Dr. Patrick Otto

Leadership: Strategic Planning for the Christian School: Dr. Patrick Otto

Understanding our Reason for Being: Dr. Timothy D. Norton

Keeping the School Christian: Dr. Patrick Otto Classroom Management: Dr. Patrick Otto Promoting Clarity of Thought: Dr. Patrick Otto

The Importance of Mission In Christian Schools: Dr. Patrick Otto

Maintaining the Mission of the Christian School in Light of the New Federal Paradigm: Supreme Court Voucher Ruling and the No Child Left Behind Act: Dr. Patrick Otto

 $\label{thm:constraints} What Are the \ Hidden \ Rules? \ Addressing \ Socioeconomic \ Diversity \ in \ the \ Classroom:$ 

Dr. Sherri D. Tapp

Dealing With Difficult Parents: Dr. Patrick Otto

ORU Graduate School of Education Contact Information

### RESOURCE CORNER

This section will include various resources that would be beneficial to all members of ORUEF and ICAA. Please contact Janna Pyle (918.493.8880 or japyle@oru.edu) if you would like to make a contribution to this section.

# WELCOME NEW SCHOOLS

St. John Christian Heritage Academy Grades: PK - 6 5700 N. Kelley Oklahoma City, OK 73111 405.478.8607

# **CALENDAR OF EVENTS**

June 28, 2009

Joint ORUef/ICAA Board Meeting Tulsa, OK

June 29, 2009

ICAA Commission Hearings Tulsa, OK

June 30, 2009

ICAA Business Meeting Int'l School Luncheon Chairman Training

July 1, 2009

ORUef National Christian School Conference (Christ's Chapel - ORU Campus) July 2, 2009

ORUef National Christian School
Conference
ORUef/ICAA Awards
& Recognition Banquet

September 14-15, 2009

ICAA Annual PL-12 Workshop Tulsa, OK

October 2, 2009

ORUEF Regional Christian School Conference Nashville, TN

December 4, 2009

ORUEF Regional Christian School Conference Albuquerque, NM January 15, 2010

ORUEF Regional Christian School
Conference
Fort Worth, TX

National Leadership

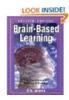
Symposiums Dallas, TX - Fall 2009 Atlanta, GA - Fall 2009

International Leadership Symposiums

Livets Ord, Sweden - Fall 2009 Monterrey, Mexico - Spring 2010

# ON THE SHELF . . . PASTOR JAMES WATTS, M.A. ED.

My pastor opened a recent staff meeting with a quote from John Wesley, "Either read or get out of the ministry." This was Wesley's advice to the young men of the Wesleyan societies, and it is good advice for us today; advice that my pastor reinforces with spur-of-the-moment questions of "What are you reading now, tell me about it?" It is said that "long-term leaders are readers." Long-term is the goal. I have a couple of books that I would like to suggest as having some interest to those of us in the ministry of Christian education.



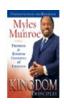
My first selection is Brain-Based Learning: The New Science of Teaching and Learning by Eric Jensen (2000, The Brain Store: San Diego, CA). This marvelous book was required reading during my master's studies at Oral Roberts University and I am so glad it was. It highlights the manner in which the brain receives and processes information and it challenges educators to shape teaching methodologies to better suit the brain. In addition to brain-based methods of teaching, the educator should enhance the learning environments,

be aware of the students' biorhythms, and understand how gender aeffects learning. This book is full of interesting revelations that hold the key to learning success.



Second, I would offer the following for athletic directors and coaches, Season of Life: A Football Star, a Boy, a Journey to Manhood (Jeffrey Marx, 2003, Simon & Schuster: New York). This inspirational story follows the transition of Joe Ehrmann from professional athlete to minister, and coach of the Gilman High School football team. Of particular interest are the life-lessons Pastor Ehrmann impresses upon his young athletes as he coaches them. Young men are set up to fail due to society's misguided definition of masculinity.

Joe teaches, "A man is built for others, he accepts responsibility, leads courageously, enacts justice on behalf of others, and expects God's greater rewards." This is a great story of how to develop character and a winning team.



I will always recommend a Myles Monroe book, simply because I love everything he writes. Kingdom Principles: Preparing for the Kingdom Experience and Expansion (2006, Destiny Image Publishers, Inc. Shippensburg, PA) is the second in his series on the Kingdom. It is interesting to note that the primary message of Christ as He ministered on earth was the Kingdom of God; however, rarely do you hear a sermon from today's pulpits explaining just what the Kingdom is. Monroe delves into the who, what, where, and when of the King-

dom. As citizens of the Kingdom, we need to understand what is expected of us. What is the Kingdom's culture, language, laws, morality, and constitution? Monroe explains it all.



Finally, this book is great for a teachers' inservice, Good to Great: Why Some Companies make the Leap...and Others Don't (Jim Collins, 2001, Harper Collins Publishers, Inc.: New York). Collins looks at empirical data to discover why some corporations sank while others skyrocketed. His research team examined 11 Fortune 500 companies (over five years) to discover what was the reasons why some companies had breakthroughs and others remained stagnant or failed altogether. In the "good-to-great companies" there was a

transition point (a defining moment) where they leaped forward in profitability (averaging 6.9 times the general market) and sustained their growth over a minimum of fifteen years. It is interesting to note that the study did not support some of the commonly held beliefs concerning successful corporations. Here's three questions to think about: What are you passionate about? What drives your economic engine? And, What can you be the best in the world at? This is an interesting read for schools seeking the secrets of success.

Pastor Watts is the Administrator at Meadowbrook Academy in Ocala, FL and also serves on the Pastoral Team at Meadowbrook Church, Ocala, FL. He is a previous recipient of the "Administrator of the Year" award given out each year to one of ICAA's accredited schools.



# ICAA INTERNATIONAL SCHOOLS

Agape Christian Academy
San Pedro Sula, Honduras - Wlquiria Ochoa

Alpha Omega International School Cartagena, Spain - Paul McGreevy

Colegio Calacoaya Tierra Nueva Atizapan de Zaragoza, Mexico -Patricia Cortes Ramirez

Colegio Cristiano Semilla de Vida Bogota, Colombia - Julio Cesar Orozco

Colegio Cristiano Bilinqüe El Shaddai Guatemala City, Guatemala - Karla de Pineda

Colegio Maranatha Monterrey, Mexico - Sandra Serna

Colegio Monterrey San Jose, Costa Rica - Luis Diego Herrera M.

Colegio Patria De Juarez Mexico City, Mexico - Kary Pardillo Cadena

Gimnasio Campestre Beth Shalom Bogota, Colombia - Edgar S. Patino

Gimnasio Campestre Cristiano Bogota, Colombia -Pastora Vicky de Echeverry

Josue Christian School San Salvador, El Salvador - Susan Kerrinckx

Liberty Christian Academy Moravia, Costa Rica - Wendy Ruth Mora

Liceo Manantial De Vida Eterna Bogota, Colombia - Sandra Milena Gomez

Life International School Tema, Ghana - Esther Kisseih

Livets Ord Christian School Uppsala, Sweden - Maj-Kristin Svedlund

Morning Star Christian Academy Port-au-Prince, Haiti - Linda Threadgill

Victory Bilingual Christian Academy Quito, Ecuador - Matthew L. Watson

Word of Faith School Benin City, Nigeria - Festus Akhimien

Word of Faith School
Warri, Delta, Nigeria - Carol Ochemba



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