

## ORUEF CONDUCTS CHRISTIAN SCHOOL CONFERENCE IN MONTERREY, MEXICO



Dr. David Hand, Dr. Tom Agnew, and Dr. Donnie Peal traveled to the beautiful city of Monterrey, Mexico March 26-27 to conduct an ORUEF Christian School Conference. The conference was held in a beautiful hotel in the middle of the city. Eighteen Christian Schools from around Mexico were represented including ORUEF member schools Colegio Calacoaya Tierra Nueva - Atizapan de Zaragoza, Colegio Maranatha - Monterrey, Colegio Patria de Juarez - Mexico City, and Instituto del Rey - Monterrey. ORUEF especially thanks Mrs. Sandra Serna of Colegio Maranatha for her organization of the conference.

Dr. Hand, Dr. Agnew, and Dr. Peal all presented keynotes that included topics on the vision and importance of Christian Education, the work of effective teachers, how to avoid pitfalls in the Christian School ministry, and the impact of globalization in schools. Local school leaders presented workshops on a variety of school issues and the conference closed with a banquet, closing remarks and a time of ministry.

ORUEF has plans to return to Mexico for a conference in the Spring of 2009. Conferences and visits

are scheduled in 2008-09 in Spain, Nigeria, Ecuador, Costa Rica, and other parts of Latin America. If you would like to be a part of an International Educational trip, please contact the ORUEF office. Two new schools have applied for ICAA accreditation – Alpha Omega International School in Cartagena, Spain and Victory Bilingual Christian Academy in Quito, Ecuador. Additionally, three more Christian schools (two from Colombia and one from Costa Rica) will be attending the ICAA Hearings in June in consideration of applying for accreditation. Please remember to pray for all of the ORUEF/ICAA International Schools.



## IN THE BEGINNING: GOD

Timothy D. Norton, Ed.D.



It is often said by those of us intending to justify our need for Christian education that our founding institutions of higher education in our nation were Christian in calling. We point out that their original intent was to spread the gospel and to insure a Christian faith among the people. We generally do this without any real proof behind what we say other than rely-

ing upon the statements of others, be they pastors or teachers. Not to doubt the word of such experts, it still behooves those of us in education to be sure our sources of our own beliefs are indeed accurate. To this end, it is necessary to look at those documents that served as the founding instruments of our early colleges. To examine the charters and statutes of the first three institutions of higher education on American soil, these being, Harvard, William and Mary, and Yale, should give credence to our knowledge in defense of our claims.

“...to advance Learning and perpetuate it to Posterity: dreading to leave an illiterate Ministry to the Churches, when our present Ministers shall lie in the Dust. And as we were thinking and consulting how to effect this great Work; it pleased God to stir up the heart of one Mr. Harvard to give the one halfe of his Estate towards the erecting of a Colledge...” So reads the promotional pamphlet, *In Respect of the Colledge, and the Proceedings of “Learning” therein*, as published in 1643. The noted interest for the college is not just for learning but also for learning that will ensure the intellectual perpetuation of the clergy. This promotional pamphlet would have been sure to point out not only the purpose but also to emphasize the public's greatest desire for a college as it was intended to move learned men to contribute to its establishment.

The Statutes of Harvard (1646) further indicate the religious manner in which the college was to operate.

**Statute # 2:** Every one shall consider the main End of his life and studies, to know God and Jesus Christ

which is Eternal Life. John 17.3.

**Statute # 3:** Seeing the Lord giveth wisdom, every one shall seriously by prayer in secret, seek wisdom of Him. Prov. 2. 2,3.

**Statute # 4:** Every one shall so exercise himself in reading the Scriptures twice a day that they be ready to give an account of their proficiency therein,....

**Statute # 6:** They shall eschew all profanation of God's holy name, attributes, word, ordinances, and times of worship. And study with reverence and love carefully to retain God and his truth in their minds.

**Statute # 7:** They shall honor as their parents, Magistrates, Elders, tutors and aged persons, by being silent in their presence....

**Statute # 17:** If any scholar shall transgress any of the Laws of God or the House out of perverseness or apparent negligence,...he may be publicly dealt with after the desert of his fault....

The Charter of Harvard (1650) begins by laying the foundation of the school's dependence on God. “Whereas through the good hand of God many well devoted persons have been and daily are moved and stirred up to give and bestow sundry gifts, legacies, lands, and revenues....”

It is quite evident that the founders of Harvard were not only desirous to teach Christianity but felt dependent on Jehovah for their very hope and prosperity as a college.

The Charter of The College of William and Mary in Virginia (1693) states that the reason for its founding is “to the End that the Church of Virginia may be furnished with a Seminary of Ministers of the Gospel, and that the Youth may be piously educated in good Letters and Manners, and that the Christian Faith may be propagated amongst the Western Indians, to the Glory of Almighty God; to make, found, and establish a certain Place of universal Study, or perpetual College of Divinity, Philosophy, languages, and other good Arts and Sciences...” It further declares that any and all of its “...Rules, Laws, Statutes, Orders, and Injunctions, be no way contrary to...the Canons and Constitutions of the Church of England, by Law established.”

The Statutes of William and Mary (1727) require that all visitors and governors of the college be “persons of good morals, and found in the doctrine of the

reformed Church of England....” It continues by establishing the three reasons for the college’s founding. “The first is, that the youth of Virginia should be well educated to learning and good morals. The second is, that the churches of America, especially Virginia, should be supplied with good ministers after the doctrine and the government of the Church of England; and that the college should be a constant seminary for this purpose. The third is, that the Indians of America should be instructed in the Christian religion, and that some of the Indian youth that are well-behaved and well-inclined, being first well prepared in the divinity school, may be sent out to preach the gospel to their countrymen in their own tongue, after they have duly been put in orders of deacons and priests.”

With regards to the President and Masters of the college, “before they enter upon these offices, [let them] give their assent to the articles of the Christian faith. In the same manner, and in the same words, as ministers in England, by act of Parliament are obliged to sign the Articles of the Church of England.”

It is apparent that the founders of the college saw the President and Masters not merely as academics but as equal to the position of clergy in the understanding of the piety and righteousness that should be evident in their lives.

The Yale Charter (1745) states, “Whereas, the said trustees, partners or undertakers, in pursuance of the aforementioned grant, liberty and lycence, founded a Collegiate School at New Haven, known by the name of Yale College, which has received the favorable benefactions of many liberal and piously disposed persons, and under the blessing of Almighty God has trained up many worthy persons for the service of God in the state as well as in the Church....”

The Yale Laws of 1745 are divided into several Chapters with each containing rules for behavior dealing with some aspect of student life.

## **Chapter II – Of a Religious and Virtuous Life**

**Rule # 1**—All Scholars Shall Live Religious, Godly and Blameless Lives according to the Rules of God’s Word, diligently Reading the holy Scriptures the Fountain of Light and Truth; and constantly attend upon all the Duties of Religion both in Publick and Secret.

**Rule # 6**—That if any Student Shall Profane the Sabbath by unnecessary Business, Diversion, Walking abroad, or making any Indecent Noise or Disorder on the Said Day, or the Evening before or after, or

Shall be Guilty of any Rude, Profane or indecent Behavior in the Time of Publick Worship, or at Prayer at anytime in the College Hall, He Shall be punished....”

## **Chapter III – Concerning Scholastical Exercises**

**Rule # 3**—...but every Saturday Shall Especially be allotted to the Study of Divinity, and the Classes Shall during the whole Term recite the Westminster Confession of Faith received and approved by the Churches in this Colony....

## **Chapter IV - Of Penal Laws**

**Rule # 1**—If any Scholar Shall be Guilty of Blasphemy, Fornication, Robbery, Forgery, or any other such Great and Atrocious Crime he Shall be Expelled forthwith.

**Rule # 3**—If any Scholar shall be Guilty of Profane Swearing, Cursing, Vowing, any Petty or Implicit Oath, Profane or Irreverent Use of the Names, Attributes, Ordinances or Word of God; Disobedient or Contumacious or Refractory Carriage towards his Superiors, Fighting, Striking, Quarrelling, Challenging, Turbulent Words or Behavior, Drunkenness, Uncleaness, Lascivious Words or Actions, wearing woman’s clothing (I suppose there is nothing new under the sun), Defrauding, Injustice, Idleness, Lying, Defamation, Tale bearing, or any such like immoralities, He shall be Punished by Fine, Confession, Admonition or Expulsion, as the Nature and Circumstances of the Case may Require.

It would seem that at Yale character counted and was to be molded after the example of Christ as found within the Scriptures.

Examining these documents makes it clear that our countries educational foundation was one laid on the Truth and Righteousness of God’s Word. It is a legacy that has been slowly eroded away. As Christian educators we have the responsibility and the privilege to restore our past. First at home, then in the church, then in the Christian School, our community, our state and finally our nation. If this heritage was once our own it can once again be ours. We must hold fast to this vision and not rest until we have done our part to see it fulfilled.

*All quotes are from the original documents as found in American Higher Education a Documentary History by Richard Hofstadter and Wilson Smith (pp. 6 - 61)*

# PLANNING FOR EFFECTIVE FACULTY PROFESSIONAL DEVELOPMENT

By Dr. Donnie Peal



One of the more important tasks with which the Christian school administrator is faced is that of planning and implementing effective professional activities for his faculty. However, with the myriad situations and other pressing duties with which the administrator has to contend on a daily basis, all of which seem to demand his immediate attention, faculty profes-

sional development often gets moved to the "important, but will do later" box. Sometimes, sadly, it never makes it out of that box. True professional development, if it happens at all, is done on an *ad hoc* basis or left to the initiatives of individual teachers.

Every good school administrator wants to see his school improve and more effectively educate its students. Realization of this goal is especially vital to the long-term success of, and perhaps even the very existence of, the Christian school. Research strongly supports the contention that teachers have a profound influence on student learning. In *Improving Student Learning One Teacher at a Time* (2007), Jane Pollock contends that teachers are the most important factor affecting student learning. Therefore, effective faculty professional development is a key to school improvement, and a comprehensive school improvement plan will include faculty professional development as a primary component of that plan. For the school administrator, planning worthwhile professional development requires several considerations.

## BUDGET

Effective faculty professional development will not happen unless sufficient budgetary allocations are allocated for it. The key word is *sufficient*. The *Journal of Education Finance* reported in 2002 that, nationally, school districts spend only 1-3% of their budgeted expenditures on professional development activities. Too often, other budgetary priorities take precedence over spending for improving teacher effectiveness. The wise administrator will budget appropriately for

a variety of faculty professional development activities including: costs of attending professional development conferences, establishment of and additions to a faculty professional library, in-house professional development activities, school/faculty memberships in professional educational organizations, subscriptions to professional publications, and periodic substitute salaries to allow teachers to participate in content-specific professional activities. Additionally, consideration might be given to funding a reimbursement scale to reimburse the costs to teachers who successfully complete graduate course work as an incentive for them to pursue advanced degrees.

## SCHEDULE

Faculty professional development must also be incorporated into the school calendar. This should include planning days in the calendar that school would be out so teachers could attend a professional development conference as well as times for in-house professional development sessions/activities. Conducting a short, intensive professional development activity lasting 1½-2 hours with faculty one afternoon each month as part of the overall professional development activities planned for the year tend to be teacher-friendly, cost-effective, and help inculcate a culture of professional growth in the faculty.

## PURPOSE

Just as an archer will not hit the bull's-eye unless he aims at the target, professional development, to be most effective, must be targeted – directed toward a goal. The administrator should plan all professional development activities with specific purposes in mind. One way to do this is for the administrator to set annual professional development goals in support of the school's improvement plan. In fact, specific professional development strategies could be incorporated into the school's improvement plan as action steps in support of those goals. In addition, the administrator should know his teachers respective strengths and weaknesses and what types of professional development activities help each of them be more effective. He should help each of them design an individual professional development plan guiding them to individual professional development activities that would most benefit each one. Finally, the administrator should work diligently to

ensure that planned professional development activities are truly professional development. While church revivals, Christian financial seminars, or marriage conferences are all good and beneficial in many ways, they are not in the truest sense professional development activities for Christian school teachers. The administrator should focus on those professional development opportunities that help his teachers be more effective.

## **BALANCE**

The Christian school administrator should also strive for balance when planning effective faculty professional development. A major goal of professional development is to provide opportunities for teachers to grow by exposing them to current research, best practices, new terminology, supplemental resources, etc. The overall professional development plan should generally maintain a balance between activities that are more general (e.g. classroom management) and those that are class- or content-specific (e.g. use of graphing calculators). In addition, the plan should generally maintain a balance between professional development activities that are practical (e.g. differentiation of instruction in the elementary classroom) and those that are more theoretical (e.g. Gardner's Multiple Intelligences).

## **EVALUATION**

The wise administrator will always take care to ensure that each professional development opportunity/activity sponsored by the school is evaluated with regard to its impact on the instructional program of the school. The evaluation could be obtained in various ways including teacher questionnaires, observation, pre-, post-assessments, etc. A thorough evaluation will not only inform the administrator with regard to the effectiveness of a respective activity, but will also provide valuable guidance to him as he plans future professional development activities for his faculty.

Michelli noted in *The Starbucks Experience* (2007) that Starbucks spends more annually on employee training than on advertising. Perhaps we should learn a lesson from this. Effective professional development is obviously of great value to a school. However, effective professional development will not take place in a school without the commitment of the school administrator to make it a priority with prior planning and preparation. When done right, professional development will produce better teachers who will provide better instruction in the classroom producing higher achieving learners who are more equipped to fulfill the purposes of God in their world.

# **ORUEF / ICAA CALENDAR OF EVENTS 2008-2009**

## **2008**

### **June 15, 2008**

ORUEF / ICAA Board Meetings  
6th Floor, Center Tower  
CityPlex Towers  
Tulsa, Oklahoma

### **June 16, 2008**

ICAA Commission Meeting  
6th Floor, Center Tower  
CityPlex Towers  
Tulsa, Oklahoma

### **June 17, 2008**

ORUEF/ICAA Professional Development and Training  
1st Floor Auditorium, East Tower (Bldg. 2488)  
CityPlex Towers  
Tulsa, Oklahoma  
(Required of All Schools, All Day)

### **June 18, 2008**

ORUEF/ICAA Business Meeting/Banquet  
1st Floor, Center Tower, Business Meeting  
60th Floor, Center Tower, Banquet  
CityPlex Towers  
Tulsa, Oklahoma

### **June 19, 2008**

ICAA Chair Training  
6th Floor, Center Tower  
CityPlex Towers  
Tulsa, Oklahoma

### **September 22-23, 2008**

ICAA Annual PK-12 Workshop  
ICAA Training Center  
6th Floor, Center Tower  
CityPlex Towers  
Tulsa, Oklahoma  
918.493.8880

### **October 10, 2008**

ORUEF Regional Conference  
Victory Christian Center School  
Charlotte, North Carolina  
Michael Pratt, 704.391.7339

## 2008, cont.

### November 7, 2008

ORUEF Regional Conference  
Family Christian Academy  
Houston, Texas  
Robert Anderson, 713.455.4483

### November 14, 2008

ORUEF Regional Conference  
Valley Fellowship Christian Academy  
Huntsville, Alabama  
Patti Simon, 256.533.5248

### December 5, 2008

ORUEF Regional Conference  
Courtyard by Marriott  
Journal Center  
5151 Journal Center Drive  
Albuquerque, New Mexico  
Patricia Losey, 505.797.7577

## 2009

### January 16, 2009

ORUEF Regional Conference  
Calvary Christian Academy  
Fort Worth, Texas  
Sue Tidwell, 817.332.3351

### February 13, 2009

ORUEF Regional Conference  
Bethany Christian School  
Baker, Louisiana  
Carolyn DeSalvo, 225.774.0133

### March 2009

ORUEF Regional Conference  
Benin City, Nigeria

### April 2009

ORUEF Regional Conference  
Mexico City or Monterrey, Mexico

### June 14, 2009

ORUEF / ICAA Board Meetings  
6th Floor, Center Tower  
CityPlex Towers  
Tulsa, Oklahoma

### June 15, 2009

ICAA Commission Meeting  
6th Floor, Center Tower  
CityPlex Towers  
Tulsa, Oklahoma

### June 16, 2009

ORUEF/ICAA Professional Development and  
Training  
CityPlex Towers, East Tower (Bldg. 2488)  
1st Floor Auditorium  
Tulsa, Oklahoma  
(Required of All Schools, All Day)

### June 17, 2009

ORUEF/ICAA Business Meeting/Banquet  
1st Floor, Center Tower, Business Meeting  
60th Floor, Center Tower, Banquet  
CityPlex Towers  
Tulsa, Oklahoma

## PROFESSIONAL DEVELOPMENT: FOCUS AND PACKAGING

By Dr. Calvin G. Roso,  
Assistant Professor, Graduate School of Education,  
Oral Roberts University



*It's 11 a.m. on August 10th and tonight parents and students are coming to see what I have planned for the entire year. School starts bright and early tomorrow morning and I need a minimum of six days work before I'll begin to feel ready. With just a few hours of work this afternoon, I should be able to pull my bulletin boards together and make my classroom half-way*

*presentable.... If it weren't for the professional development meeting this afternoon—that is. A four hour meeting discussing blood-borne pathogens! If I have to sit through a four hour video, they had better at least have something to eat! What's the reason for these meetings, anyhow? Don't I have enough things to do already?*

As a former teacher (high school English for nine years) and as someone who presents professional development for schools, I can relate to this teacher's pain. Many teachers and administrators feel like professional development takes away from things more important—things like lesson building, course planning, assessment grading, etc. I believe with the right focus and packaging, professional development can enable teachers and students to be more successful.

### **FOCUS: WHAT'S IN IT FOR US?**

Students might ask a teacher, "Why do I need to know this subject later in life?" Likewise, teachers might also ask, "Why do I need to learn this?" Research shows that to make professional development more effective, teachers need to see not only what's in it for them, but also what's in it for the students. Effective professional development needs to connect teacher learning with classroom learning (Killion, 2000). Effective teacher development uses information that "has proven value in increasing student learning and development" (Killion, 2000, ¶ 1). Effective professional development creates a vision for teachers to see how what they learn better enables their students to learn in the classroom setting.

Professional development that creates a collaborative approach toward student improvement is also highly effective (Schmoker, 2002). This approach works to identify student weaknesses and works to design instructional strategies and assessments to address those weaknesses. Michael Fullen (as cited in Schmoker, 2002) advocates that successful schools are places where teachers regularly "focus on student work through assessment and change their instructional practice accordingly" (¶ 4). Effective professional development creates an environment where teachers work together to solve real problems.

Professional development that builds critical thinking skills also produces results. "Professional development is most successful when it exposes teachers to content that helps them deepen and contextualize their subject-area knowledge and prepares them to respond to individual student needs" (Professional Development, 2004, ¶ 10). A focus on building critical thinking skills in students enables teachers to move away from "teaching to the test" and moves them toward teaching to a deeper understanding and synthesis of the concepts taught. Effective professional development brings teachers and students back to what's most important while also enabling students to perform well on assessments.

### **PACKAGING: HOW DO WE MAKE IT STICK?**

For teachers be even remotely interested in professional development, timing is everything. I wish I had some research to base this on, but experience tells us to not have professional development the afternoon before parents and students arrive. Professional development works well the week before school begins but then leaders should intentionally set dates throughout the year to reinforce and implement what is learned. Starting meetings on time, ending on time, and making sure they are filled with teacher-relevant and student-relevant information is also key to success. As teachers see that their time is valued and respected, I believe professional development becomes more meaningful and effective.

While seminars and videos are efficient methods for presenting material to teachers, they are not effective without an intentional implementation of what's learned. One study concludes teachers need on-going opportunities to practice what they've learned: "New teaching strategies can require as much as 50 hours of instruction, practice, and coaching before teachers become familiar with them" (as cited in Gonder, 1999). In order for professional development to be effective, administrators need to help teachers take what is presented and weave the new concepts throughout the entire year. When this is done, professional development becomes less of a seminar and more of a concept that is learned, practiced, reinforced, and assessed throughout the year.

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