

Teachers

"WHERE THERE IS NO VISION, THE PEOPLE PERISH" [PROVERBS 29:18]

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DIRECT TO YOU



From Finn Laursen
EXECUTIVE DIRECTOR

I sat in the witness box in federal court in Florida wondering what I would be asked by the *American Civil Liberties Union* (ACLU) attorney who slowly approached me with a smirk on his face. His question, "Have you ever heard of the Great Commission?" My attorney had coached me to only answer what was asked with as few words as possible and not to go beyond the question.

"Yes," I responded.

"What does it mean?" he went on.

"It was Jesus' command to share the Gospel with others – to share the Good News."

The attorney moved closer as if coming in for the kill and asked, "Do you believe in the Great Commission?"

I gave my well trained answer, "Yes."

As he stepped closer, he asked, "Do you encourage the members of *Christian Educators Association International* (CEAI) to practice the Great Commission?" Now his plan was clear. He wanted to make me admit that we encourage them to proselytize as public educators thus violating the Establishment Clause.

I looked him in the eyes and responded, "We encourage them to openly, but legally, live out their faith never crossing the line established by First Amendment."

I felt that I had avoided his trap, but he continued to barrage me with accusatory rhetoric and one by one placed into evidence documents he had gleaned from the internet, quotes I had made in CEAI's *Teacher's of Vision* magazines and our e-newsletters all of which dealt with not being ashamed of the Gospel and not going into a closet to hide our faith from others. My explanations continue to assert that living out our faith often did not even take words, but simply actions lining up with Biblical principles and sometimes simply refraining from certain behaviors such as gossip and slander against others – even those who might deserve negative reactions.

One might ask how I ever got in the position to be grilled by an ACLU attorney.

The reality of what happened in the *Santa Rosa School District* in Florida seems too hard to believe; perhaps more of a reality in a third world nation or in a country where communism rules, but it happened here in the land of the free.

The ACLU was on the lookout for school districts that pushed religious freedoms beyond what the Constitution allowed. Once they found violations, they would file a lawsuit against such districts. With mega

dollars behind such efforts, districts cringed when such lawsuits were filed as it often carried huge costs for districts. If districts were found guilty of such miscarriage, they not only could be hit with punitive damages and huge defense costs, but also would be charged the attorney fees of the offended parties. In this case, the ACLU had up to four attorneys at their table and two rows of support staff in the gallery. I could almost hear the cash register totaling up huge sums as I sat at our table occupied by just one attorney and me. The ACLU now was offering to drop such suits if districts would agree to their terms of a settlement.

To try to keep such costs to a minimum, districts often signed off on what is called a consent decree where certain demands were agreed to. The school district in this case signed off as they had been guilty of violating the Establishment Clause as overzealous Christian staff prayed openly with students and even had prayer broadcast over the PA system. The ACLU filed suit on behalf of two students who had been exposed to such violations and the dollars started flowing. When the ACLU offered a way out of the court action that had been started in federal court, the district signed to stop the financial bleeding which to this point was already in the multi-millions.

Many in the district did not realize the details within this document, but panic arose once the truth leaked out. For instance, employees were not allowed to pray while on school property, whether on duty or not, whether during the school day or not. They were told, for example, that if they were at an athletic event, even as a community member or parent, they could not pray. The decree even went so far as demanding they stop others from praying as well, even if such a violator was a pastor. If this was not enough to shock a person of faith, the decree forbids staff from even giving the appearance of prayer by bowing of the head or folding of the hands. Staff was warned that if they violated any demands of the document, and I have but mentioned a few, they would face contempt of court charges and face possible time in jail.

Christian Educators Association International got involved when some of our members contacted us to ask for help from this oppressive court supported decree. We petitioned the federal court to enter this debate as we felt it violated the Constitutional rights of some of our members. That was how I ended up on the stand as did some of our members who wanted the same rights teachers had in other districts. We felt the district did not have the right to sign away what the Constitution guarantees its citizens. I frankly thought the battle would be easy, but it was not.

Days were spent in depositions that included many of our members who displayed the boldness, courage and daring to go public for their

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OUR MISSION IS
"TO ENCOURAGE, EQUIP AND EMPOWER EDUCATORS
ACCORDING TO BIBLICAL PRINCIPLES."

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A DINOSAUR IN THE 21ST CENTURY

by Alice Accardi

I have a confession to make: I may just be a dinosaur. No, not the big purple kind who lives in a playhouse and hangs out with young children. I'm the kind of dinosaur to whom technology doesn't come naturally.

I was born in the late '50s. I didn't grow up with a remote control in my hand; our black and white TV didn't come with one. I used a slide rule in high school chemistry, and taught for three years before I bought a calculator. When I need to know the time, I look at my wrist instead of my pocket. I didn't own a cell phone until I was 40. I don't have an



account at Twitter or Facebook. I joke that Noah was able to count the animals two by two because I was his math teacher.

So technology doesn't come naturally to me. Amazon and Google are pretty much the mainstays of my screen time.

So what's a dinosaur like me doing teaching freshmen in a school that, in September, will issue iPods to each of our 600 or so freshmen? In fact, what's a dinosaur like me doing teaching at all in an age that's increasingly dependent on technology?

Well, I guess I'm smarter than the average dinosaur, because extinction isn't on my horizon. I have three kids under the age of 16, and college expenses are on the not-so-distant horizon. A cozy retirement isn't on the calendar anytime soon. At this point in my career, it's time for a paradigm shift. I've got to adapt.

I suspect that there are lots of other teachers like me—good teachers, if we're to believe the thousands of kids over the years who have told us so. We know how to effectively communicate material to our kids, how to inspire many of them to learn and stretch and grow, and we know how to give them the right combination of compassion and tough love. But we struggle a little with the idea of adapting what has always worked in the past with this new world of technology.

For other teachers who need to get their feet wet in the world of 21st

Century education, I offer some small, non-intimidating tips. These won't have Apple knocking your door asking to pay you a consulting fee, but they'll open your eyes to some of the reasons that technology isn't going anywhere.

I believe every teacher should have a school email account, and learn to use it. You can open a free account through Gmail or hotmail if your school hasn't assigned one to you. And, while it must be used judiciously, it can be a tremendously useful tool.

We all know the frustration of trying to contact a busy parent. Phone tag gets stale, very fast. Communication is so very much easier when parents know your school email and know that you'll respond within a reasonable amount of time.

My kids and their parents know that they can feel free to email me any time with a question or a comment, and that I'll be sure to get back to them within a few hours, at my first convenience.

Of course, there are many conversations that need to take place in another setting. Email is remarkably bad when it comes to conveying tone. So a statement like "That's some child you have there!" could easily be misinterpreted. But "Please remind Johnny that his makeup test is Friday" can be easily transmitted via email. It's a wonderful communication tool, and incredibly easy to use.

Get a school email, separate from your regular personal one. Give it to parents and students alike, and define the parameters. For a recent math project, I let my kids know that they could email me a (reasonable) question right up until Sunday at noon. I probably answered a dozen questions or so up until my deadline. My kids know that I check my email at least twice a day, more often at a time like that when I expect them to have questions. So, while they don't get instant answers to their questions, they do get timely answers.

Another very easy, very convenient suggestion is to open your own webpage. Again, you can open a site through Google for free, or take advantage of any one of a number of sites particularly geared towards teachers. It's another wonderful tool for communicating with kids and parents.

My website contains a constantly changing body of information. There are links for the homework, updated each weekend for the upcoming week. There is no excuse for not knowing the assignments. There are links to other sites that provide drill work for struggling students. And about three months ago I started creating my own videos on sites like Educreations or Explain Everything. I tape a six or eight minute review on my iPod and load it onto the site. It's incredibly easy to do (yes, even for a dinosaur) and allows me to re-teach a topic. It's my process, my words, my emphasis. And they can play it over and over again as they drill the material. This is something I'm still learning, and it's something I'm looking forward to becoming better at. As of now, my videos have received over 700 viewings, presumably all by my students.

The webpage is a wonderful way to communicate with my kids and their families. When Superstorm Sandy cancelled school for a week and a half, I was able to send out a message to all my kids, asking them to check in and let me know they were OK. And I sent out a plea for formula sheets from any of my kids who hadn't lost theirs; we were able to help the kids in the low-lying areas begin to get back on their feet in my geometry classes.

Your webpage can be as complex or simple as you choose. At the very least, it can contain contact information and general rules and policies.

STORYTELLING AS A TEACHING TOOL

by Judy Wolfman

Everyone likes to hear a story, whether it's a folk tale, fairy tale, personal story, science fiction, or "made-up" one. When teachers tell stories to students, they are often amazed at how attentive the students are.

So, why can't teachers use the storytelling mode to teach subject matter? I learned this technique early in my teaching career, and constantly used this method for everything I taught. Yes, you read that correctly – for *everything* I taught.

Let's examine some of the positive effects of storytelling as a teaching tool. I place storytelling into three basic categories: (1) Social Skill Development; (2) Mental Development; and (3) Literacy Development.

- (1) Social Skill Development includes developing listening skills, cooperation as a member of an audience, developing understanding and empathy for others, and skills in problem solving.
- (2) Mental Development provides opportunities for higher level thinking, provides exercise for both the right (creative) and left (logical) sides of the brain to work in concert with each other – thus creating whole brain education. Stories help children identify with characters and gain a sense of internal discovery – i.e. self, courage, heritage, concern for others, values, respect, honor, love, the world (nature/environment), hope and the future. It also provides multicultural awareness and appreciation.
- (3) Literacy Development includes developing skills in reading and writing, vocabulary development, effective use of language, a respect and love for stories and books, encourages reading and creates readers, and provides abundant background knowledge.

So, how can storytelling *really* be used in teaching subjects? We'll take a look at various subjects, and incorporate storytelling as a teaching tool.

Social Studies and History – Using the facts you wish to present, relate the events and characters by telling the story – bring everything to life! You may wish to dress as a character of the period or event. Provide plenty of description, dialogue and embellishments to help students better understand the feelings of the people of that time. When teaching about holidays, bring the cultural background of the holiday to life through stories.

Mathematics – Find or make up stories that create the problem you wish to solve. Using characters and various voices makes math more fun. After telling the story, students can analyze the problem, find key words, and work out the solution.

Reading – Once a story is told, students will be inspired to read the written form of the story, thus the desire to read is ignited. Turn the tables – have students read a story, then tell it to classmates. It will be interesting to see how many ways the same story can be told, allowing for comparing and contrasting them. Another option for storytelling is to read the story, followed by members of the class assuming characters' roles. Let the rest of the class ask the characters questions about who they are and what they did. Their answers would be using the voice of the character, thus giving more insight to the story.

Writing – Present the background of a story (using basic facts) and



have the students create the story. Storytelling gets students excited about getting information for compositions, or for creating plays based on the subject matter.

As a student writes, spelling and grammar, as well as word choices, are developed and refined.

The Arts – If you're teaching about composers or artists, relate their biographies within a story. Later the students can view or listen to the artist's work and guess who they are, based on what they heard in the story.

Discipline – Tell a story that demonstrates the behavior you want to "teach". Most likely, you will have to create the story – customize it to your situation. Let students share their stories (true or fictional) and ask questions such as "What did you do?" "Did that help?" "What do you think?" By drawing students into the stories and getting their responses, the door for exploring choices, and consequences of the choices, opens.

Often you can find a story someone else has written, but if you can't, you can create one! Here are some suggested steps for creating your own story:

1. Develop a fact sheet with all the information you find on the subject. Arrange the facts – play with them, and determine which facts you will use.
2. Find a voice to tell the story – will it be through the eyes of one of the characters, or as a third person relating the facts as a story? A good hook to think about using is a human experience.
3. Become the character of your story – describe yourself, your surroundings, others you meet and describe what's happening around you.
4. Unfold the story by pulling in other characters and explaining why

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TEACHING WITH PURPOSE AND PROMISE

by Dorothy Rieke



“Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty.”

Albert Einstein

Teaching with purpose, an important accomplishment, enriches instruction with tools, techniques, and strategies. It involves purposeful thinking and planning to present well-planned lessons focused on thinking and learning.

A teacher should ask, “Am I using effective strategy? Is there retention of information or skills? Am I planning ahead to make a difference?” These questions are valid for teachers who want their students to excel in their classrooms. In addition, teachers need to understand why they are teaching the material and evaluate methods being used.

Purposeful planning and instruction are necessary if one is successful in reaching all students. Teaching should be based on clearly stated lesson objectives. Learning must be made as meaningful as possible with different approaches for various concepts. Assessment, ongoing and frequent, such as day-to-day checks for understanding, should be included in each lesson.

Teaching with purpose takes the right kind of instructor. Positive attitudes, consistency, fairness, and flexibility are all qualities of teachers who have a desire to teach with purpose. In addition such characteristics as warm, accessible, enthusiastic, and caring add to the mix. When students see their instructor as a person with

confidence and ability to transfer knowledge, they cooperate and feel comfortable with trust. In fact, they need someone they can look up to and regard as a “super hero.”

Teaching with purpose is having a positive attitude toward each student and valuing that student for who he or she is. Demonstrate your faith in a student’s abilities and watch him respond to your expectations. Usually, expectations of good behavior and cooperation will often be met.

Teaching with purpose means control in the classroom. Rules must be set; students must be aware of the consequences for breaking rules. It may be wise to let students assist in making the rules because, then, they can feel that the teacher cares about their opinions and their input. Rules, that are followed, produce a creative environment where interested students focus on learning.

Teaching with purpose means setting goals for what is to be accomplished. Prepare weekly lesson plans that point students in the way of learning. These plans reveal how work will be presented, activities, and suggested evaluation methods. Make note of materials required to present the lessons. Include optional activities to add interest as well as to extend learning.

Teaching with purpose means searching for ways to interest and engage students. Teaching is not an exact science where one approach fits all. Effective teaching represents flexibility and creativity. If a lesson reaches several students but not others, it is not effective learning. In planning, draw on various strategies to meet the needs of all students.

Teaching with purpose means employing various techniques to reach each student. These techniques include show and tell, interactive lectures, practical examples, role-playing, brainstorming, and others.

Teaching with purpose means knowing each student. Get to know what that student likes or dislikes and his or her ideas and needs. Knowing each student and having an understanding of what goals have been set, aids the teacher in enlisting interest in assigned work. Most assignments can be specialized to fit the individual.

Teaching with a purpose means creating competition in a positive way. Students need to understand that the world is a competitive place. They will be in competition for jobs, for advancement, for pay raises, and for better working conditions. They need to recognize competition and deal with it in a good way.

Teaching with a purpose means gaining the students’ interest in a topic instead of commanding them to study. Creative ways of presenting class material will make a great difference in comprehension and interest exhibited.

Teaching with a purpose means planning relevant lessons with objectives in mind. What should students gain from the information presented? This should be reflected in the lesson’s goals. Present knowledge that will inform students about the value of such work. Then, give time for research and further learning. Later, specific questions can be asked to ascertain comprehension. Homework can be assigned as an extension of learning.

Teaching with a purpose means teaching so that students learn to think for themselves. Engage the students in studies beyond the

MASTERING TEAM WORK IN MATH AND BEYOND

by C. M. Havens

To be seriously considered for any job, it is essential that you can work effectively in a team. Surprisingly, for most teachers and students, there is no better place to learn team working skills than in math class.

Math classes mirror the goals of the corporate world in which most will build careers. Morale, efficiency, innovation, and information preservation are all vital for academic and corporate success and team work makes it all possible. There are a number of exercises that teach essential real world skills while both strengthening a class' math skills and reducing math anxiety.

Before beginning any group activity, there are a few things to consider. The first is that groups should constantly change until your students are capable of working with anyone else in the classroom. True team work means that you can work with anyone, not just your small, core group. All too often, teachers and students get comfortable with existing groups. While most of these groups produce work, it is creating an artificial team work, where the students are no longer learning to adapt to working with different people and personalities but rather falling into well-developed routines. Yet, changing groups can often also limit your students' ability to work successfully in groups as all groups need time to develop. A general rule to follow is that groups should be changed with the topic. Beyond that, you should trust your instincts. You can create groups where all the students are on the same, academic level. You can create groups where there is a mix of higher and lower performing students. Some teachers even group students based on their weaknesses so they could tailor the work to meet the students' needs. Once you have formed your groups, you are ready to build math excellence and the ability to work as a team.

The most successful I have found is an exercise known as "the assembly line". Each group is given their own multistep problem that they must have completed at the end of the exercise. The only catch is, no one student can complete an entire problem on their own. Instead, each group member is charged with completing one step. Whenever I am trying to build a culture of team work, I have always started with this exercise for a number of reasons. Most importantly, it makes everyone responsible to everyone else. There is simply no way for one person to complete the entire activity. First of all, it is unacceptable. Second, and more importantly, there is just too much work for one person to do. Working as a group, however, all the math problems can get solved usually with enough time left to double and triple check the work. After a week of working this way, all students are believers in the



power of teamwork – not because it has been forced down their throat, but because they witnessed, for themselves, just how much easier it was. In a word problem, for example, one member may be tasked with converting the words into an actual math problem. The second member will perform the first actual operation. The third will do the next operation, until it is finished. Each group member is responsible for one part and in doing so gets to focus on a piece of the math problem until it becomes second nature.

Once students begin to see each other as part of their own success, they begin to care about each other. They will often take the initiative to strengthen their "weak links" and further strengthen their "strong links" to make the overall process even more efficient. As the group's efficiency increases, they will inevitably attempt new strategies to complete the work even faster. Some of these may be tips that worked for one group member or may even be concepts you mentioned. The point is their efficiency will have created a safety net with which they feel comfortable experimenting and even mentoring one another. By the second week, the concept of "I" has usually vanished and only "we" remains. This is essential in the corporate world as no employer is looking for a lone wolf who will largely improve their own skill set and take those skills with them should they ever leave the company. No, employers are looking for people who will help create a better organization and if or when they leave, leave it better for their time there.

Once you have firmly established a sense of teamwork and camaraderie, you can build upon it, while strengthening not only

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ANSWERING A CALL TO GRADUATE FULLY LITERATE STUDENTS

By Wilma J. Brown, Foreman, Ed. S.

"Any American who does not possess the knowledge assumed in a piece he or she reads will in fact be illiterate."
-Hirsch, E. D. (1987, *Cultural Literacy: What Every American Should Know*)

Before I recently retired as a secondary English teacher after nearly thirty-seven years in secondary public education, I was successful in imparting information that challenged my students' abilities to think. Like the majority of secondary English teachers in America, I was afforded many opportunities to strengthen students' literacy skills by connecting the literary and historical elements in Western literature to Biblical history, allusions,

prompted me to work to urge school administrators and educators to include Biblical literacy initiatives in secondary academic curricula. Such lessons and classes may be taught legally on public school campuses as long as the studies of the Bible are academic, not devotional.

I believe that a quality education for all students is foundational to personal and societal progress. In the attempt to evaluate ideas and assumptions, high school students should seek, find, examine, and understand truth, especially the timeless truths found in the Hebrew Bible. English Poet Samuel Taylor Coleridge stated, "For more than a thousand years, the Bible, collectively taken, has gone hand in hand with civilization, science, law, in short, with the moral and intellectual cultivation of the species, always supporting and often leading the way." A well-structured high school curriculum with a meaningful content that is designed to promote rational and purposeful thought should include the academic study of the Hebrew Bible- whether students have formed personal religious beliefs or not.

E.D. Hirsch (1987) in his *Cultural Literacy: What Every American Should Know* wrote: "Any American who does not possess the knowledge assumed in a piece he or she reads will in fact be illiterate." During my many years of teaching English literature, I have often wondered how educators and stakeholders can place so much emphasis on "literacy," but ignore the fact that we are still graduating biblically illiterate students. Does literacy have a different definition when it pertains to the Hebrew Bible? In Western culture, literacy can be defined on a number of levels. It is that which defines names, phrases, events, or other items that are familiar to the majority of fully educated Americans. Literacy is obviously concerned with the ability to read and write, but a fuller definition might be "the capacity to recognize, reproduce, and manipulate the conventions of text shared by a given community." Acquiring knowledge is more than just memorizing facts, punctuating sentences, writing definitions, or dividing syllables. Fully educated persons should be able to engage in meaningful cultural exchanges. In other words, a literate person knows how to demonstrate his competencies in ways that earn respect and recognition. Academic competencies among high school students in Western civilization, therefore, should include knowledge of the Hebrew Bible.



symbols, names, and themes. Oftentimes, however, I found myself filled with dismay as I encountered rampant Biblical illiteracy among the students. This lack of biblical knowledge left a void in their overall understanding in many other literary works that "educated" citizens in our society are expected to know. For the last twelve years, this deficiency in students' reading comprehension has

Across America, the consensus is that more religious studies, including the Hebrew Bible, are needed in public school curricula. To help erase the confusion about the constitutionality of teaching *about* the Bible or religion in a public school setting, educators need to take the time to revisit the U.S. Supreme Court 1963 ruling in *Abington v. Schempp*. After explaining its decision for ruling against

APPLYING SITUATIONAL AND TRANSFORMATIONAL LEADERSHIP IN THE CLASSROOM

by Andrew Gazley

Teachers are the leaders for educating students, and this role can become even more challenging at higher-grade levels within the public education system. High school represents the last stage in compulsory education and is also where student's development in cognitive along with emotional growth needs the greatest degree of attention. The skills and coping mechanism's students learn during the final four years of their education is vital in determining the probability of an individual's ability to successfully transition into adult life. Although teaching styles are often distinctive from one instructor to another, it is possible to discover specific guidelines which could be effective in facilitating the learning process of students in high school. Transformational and situational leadership strategies offer detailed instructions for addressing the developmental needs of students and can be used by any teacher. Transformational leadership (TL) consists of guiding principles which center on inspiring and challenging students intellectually. Situational leadership theory (SLT) focuses on the importance of coaching and being able to make adjustments when necessary, and can be useful for instructing students who are at different levels of development.

Transformational leadership

TL is composed of the following four elements: individualized consideration, idealized influence, intellectual stimulation, and inspirational motivation (Northouse, 2013). Instructors can utilize TL to facilitate an active growth in students' learning development. Individualized consideration is the amount of listening and empathy used by teachers and is helpful for gaining insight into the difficulties students are having in the learning process as well as for building a trusting relationship. Instructors who attend to student's experiencing problems by being empathetic and listening to individual's interpretation of an issue can gather a clearer picture on how to guide them through the challenges they face. Idealized influence represents the image, and values' teachers present to students and the degree to which instructors genuinely engage in these beliefs. Educators instructing students should be about what they are teaching by presenting themselves in a confident and passionate manner in order to gain the trust and influence of individuals. Teachers who are authentic about the material and ethics they teach students can have a greater impact on shaping the moral development of individuals.

Intellectual stimulation can be used by educators to empower student's cognitive growth. It is important for teachers to be able to respond to a student's inability to resolve a problem by encouraging them to think both critically and creatively. When a student becomes proficient in a topic, teachers should continue to challenge the individual into thinking about the concept to a higher level or from a different dimension rather than fostering complacency in order to promote a continuous cycle of educational development. Inspirational motivation is the extent by which instructors work to create an environment that is structured with optimism, encouragement, purpose, and meaning with the intention of increasing student's participation and effort in the



learning process. An energizing presence of teachers can inspire students and motivate them to put forth their best effort along with keeping individuals actively engaged in the course work. Instructors can practice being motivational by maintaining a focus on the vision of educating students in high school with the necessary skills to successfully transition into adult life and become integrated into the workforce.

Situational leadership

SLT balances task and relational support based on the developmental level of individuals and involves leaders adjusting their style to fit the needs of each person. There are four leadership styles in SLT, which include: S1 directing, S2 coaching, S3 supporting, and S4 delegating (Blanchard, 2008). At the beginning of every course, teachers should assess student's competence and skill level in order to identify the appropriate style which accurately fits and will be most beneficial for each pupil. For new students or those with very little knowledge of the class material, teachers should instruct in a directive manner. Providing direction by lecturing, initiating problem-solving, and assigning tasks is necessary at first because students are generally not competent in the material and require adequate exercises for skill development. Coaching is effective for students who have attained some progress in the classroom, but are still having trouble completing assignments. Teachers can assist these individuals through challenges by using high amounts of directive and supportive behaviors. Educators can increase two-way communication while coaching by listening to the student's interpretation of the problem and through the utilization of verbal praise.

Students who reach a high level of development, but still lack the

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BE MORE ORGANIZED AND SAVE TIME

by Carol Meek

Always work ahead of yourself in your lesson plans. Know what you want to do at least a week in advance of the class. Decide on your goals and objectives. Prepare in advance! You never know what the week will bring, but if you are prepared, then at least the substitute teacher has a good idea of what you had in mind for that day.

Do the same thing with bulletin boards. Have a great theme that encourages learning. Know your themes for the year like when is Back to School Night, International Night, etc. Be ahead of yourself!

Do a variety of work each day that requires physical, mental, and social. (An example would be to clean a drawer, do one bulletin board, grade papers, socialize with one teacher, etc.) If you do too much of one thing, you will wear out. Variety is the spice of life. It will, also, do wonders to your health and back. If you did bulletin boards all day, you would be worn out and your back would be sore!

Don't feel you have to do everything yourself. Parents love to be involved so let them. Just be sure the parent isn't of the critical nature! (Let them correct papers, maybe do a Reading group, make calls to parents, etc.)

Don't feel you have to be in front of the class all the time. Have learning centers, learning games, learning discs, etc. available! In the past, I have had a group learning Spanish at the computer, a group watching interesting animals on a video, and a third group playing monopoly.

Prioritize your work as much as possible and make sure it is always organized. Simple instructions must be displayed that are easy to follow. Wednesday's spelling test should be corrected right away so the students know what to study. Don't first give it back on Friday. Let your parents correct things that don't have to be handed back right away. Correct all tests as soon as possible, so they know and understand what they had wrong.

Give students a variety of learning assignments. Don't have them sitting at their desk all day long. Use group work, learning centers, singing, creating designs, art, writing, etc., etc. "Variety is the Spice of Life!"

Save time by letting children assist other students on work they are having difficulty with. Also, let some students correct papers. I learned a lot about teaching because I was in an eighth-grade classroom and the teacher allowed me to help in the classroom when I was in the 7th and 8th grade. Children love to be helpers and those gifted students usually make good assistant teachers. Remember the ultimate goal is for the child is to learn the material and understand it. The test will evaluate what they have learned.

Let children have jobs in the classroom such as wiping chalk trays, etc. You should not spend your time being a janitor. We used to conduct a meeting and each child was elected a chore for a month. We'd then have another class meeting and the chores were exchanged to another student. The children enjoyed these meetings as they nominated different students for each job! They got to see how elections were conducted!

Keep a smile and a good head. Don't get overwhelmed! Get plenty of sleep during the night. You'll be a scatterbrain the next day if you don't get your sleep. Leave some work for the next day. Remember, you are now prioritizing and organizing. You are supposed to leave some work for the next day!



Carol loves teaching and is still teaching for a large school district as a Home and Hospital teacher. She has held this position since 2001. She's taught in public and private schools for 24 years full time. She says she has a passion for teaching and writing and loves them both.

BOOK REVIEW: When June Comes

Vernal Lind, CEAI member, retired public school educator and "Writer of the Year" recipient at the Write to Publish conference has done it again in his fifth novel, *When June Comes*.

Vernal's characters take us back to the 60's and 70's when teachers didn't have access to resources the World Wide Web (www) offers today's educators. His lead character, teacher and senior class advisor, Virgil Martin, faces a year that changed his life forever. Virgil survived death of a colleague, tragedy, violence and the anti-war sentiments of the Viet Nam era. *When June Comes* is a good read for educators and non-educators alike. Available at Amazon and Koehlerbooks.com



EDUCATION FOR ME

by Brandon Berkshire

Education for me isn't just the abc's and 123's
It's the I'm here for you's and you can talk to me's.
It's the "Yes you can do it" and the "I know you can"
Molding young minds into a great woman or man.

It's a voice of reason and an ear to listen
Or the look on a face when encouragement is given.

It's saying "Hello" or "Have a nice day"
I may be the only one with kind words to say.

It's helping a student believe she can do it
And the student knowing I'll be there to see him get through it.

It's recognizing that look of frustration
And replacing that feeling with determination.

It's showing a child the value of respect and hard work
A pat on the back or a smile that makes them feel self-worth.

It's entering your class with a smile and a kind word to say
Knowing your students are leaving with one for the rest of the day.

So when I step into my classroom to teach is my goal
But it's also to build up and feed starving spirits and souls.



Brandon Berkshire believes his poem speaks about what a Christian educator feels when they are in the classroom. He has been sharing this poem with pre-service workshops across the state of Pennsylvania.

EXTRAORDINARY EXPECTATIONS

by Tim Parson

Across this nation, surrounded by the beauty of mountain rivers and valleys, one will find rural communities glistening in the foggy dawn, pristine, and peaceful. To drive any direction more than a few minutes is to find water. These traits, however, don't make these communities special places. What draws people to settle in such areas is exemplified in the story of one such community where the county school district overflows with committed, caring, Christian educators. It's the kind of place where Lifetime movies are made. The school district has more Christian Educator's Association members than the state affiliate of the NEA. Although thoughts turn to one specific community and state that is acknowledged as a special place, full of Christians on every corner, this nation is full of such towns, bursting at the seams with followers of Jesus who desperately desire to impact the world for Christ. Extraordinary expectations create extraordinary situations. Something quite special happens. Look around, investigate, and action steps of faith may result in replication across the nation impacting our culture for Christ. Perhaps others will see their extraordinary story spring up too.

It was at a Daniel weekend where I first knew that God had big plans for our school district. After hearing that there was no district in the United States that boasted more CEAI members than state association members, I knew we would be the first. Partnered with my wife, an elementary school teacher who daily embodies what it means to live out Christ in the workplace, along with other Christian educators, we had a strong desire to unite our town for Jesus. We believed it was *possible* to do something extraordinary. Just as He called the first disciples, we believed we had been called to bring Christian educators together through CEAI (*one of the greatest benefits of CEAI is how it unites Christian educators*). J.K. Rowling said, "We are only as strong as we are united, as weak as we are divided." In Matthew 4, when Jesus called those few to follow Him they dropped their nets. They didn't drop the nets because they believed in themselves. They dropped their nets to follow because they believed in Him. We knew it was God's will for Christian educators to come together to live out their faith in the public school, and we set out to make our district the first in the country to take back territory for Jesus; territory that had been lost due to fear and shrinking back because of pressure on all sides. We had extraordinary expectations for our schools. Not because of us, but because of Him.

Christian teachers in America feel alone. There are many reasons why this is true, but across the country, Christian teachers feel like they are fighting the battle on their own. The powerful truth is that they are not. We knew that if we were to see something extraordinary happen in our school district that we had to have a few, faithful, committed followers, just as Jesus did in the beginning. We began a book study with two other couples who were already CEAI members. We allowed God to lead us. We met together weekly, prayed, studied God's Word, and sought His will for our lives. Many times that would force us to reflect whether or not we were adequately living out our faith at school. A number of times, that conversation would turn to an intriguing statement we would ask each other. *"I wonder what would happen if we could unite Christian teachers, empower them to live out their faith at*



school, and give them hope that they can make a difference." We were about to find out.

Before the start of the 2014-2015 school year, we got permission to set up a CEAI table on opening day in our school district. The snowball effect can only begin to describe what happened. As teachers began to arrive, one by one, then in small groups, then in a large gathering, teachers began to grab materials, as well as the payroll deduction form, to join Christian Educator's Association. I'd like to say that all we had to do was set up a booth and offer the organization and something magical happened. The truth is that all the work and preparation was done beforehand. Through prayer, constant conversation with peers, continually selling the vision of the potential to do something special for the Lord, the groundwork for what was happening had been laid for weeks. By the end of the day, we had nearly 40 members, 20 who had walked away from the state association to join CEAI. Through His power and our willingness to be used by Him, we found ourselves in an extraordinary situation.

This strong movement of God has united our teachers, district, and community. It caused large crowds to gather at each of our schools to have a time of prayer and meditation for the upcoming year, a mentoring program supported by laity from local churches to at-risk students, prayer groups in the community for our teachers and students who send cards, snacks, and baked goods to schools, a partnership between CEAI members and a local Christian organization called Eternal Restoration (ER Ministries) that rebuilds houses for the struggling and impoverished in our community, and the list goes on. Most importantly, it has created unity and momentum among God's

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THE AMAZING SOCIAL MEDIA

by Becky L. Navarro



The world has changed. Gone are the days when children used to play outside for numerous hours. Now it seems parents cannot even get children to take out the trash. Kids are proud to type their favorite acronyms, LOL, BRB, OMW, OMG, and the list can go on and on. As disturbing as it sounds, the reality is this generation of students is literally enclosed in a technology capsule, especially into social media. This technology bubble brings challenge, companionship, and a virtual world that would otherwise be unattainable. Nevertheless, the benefits created through technology can rarely be found in today's classrooms. Many teachers disagree or feel intimidated with technological advancements, and for this reason, they tend not to implement technology in their classrooms. It seems teachers will never catch up. While many can argue about the fact that social media is drastically taking away students' minds, I have come to realize that as teachers we need to make use of this advancement to our advantage. What benefit can social media bring? A bunch of grammatically incorrect kids? Well, not necessarily. There are many benefits for students to use social media and for teachers to promote social media in the classroom.

One of the most important benefits, according to the *Journal of Computer-Mediated Communication* (2007), is giving the opportunity for students to establish and maintain communication with others. In this global age, it has been discovered that students need to learn to interact and collaborate. For this reason, and many others, it is sad to accept that the United States has to outsource because the US workforce lacks collaboration skills to stay competitive. Social media gives

students this opportunity without feeling threatened. Most of my students feel insecure when having to share their writing, opinions, or ideas. This type of medium provides a place where students can share without being intimidated. Students feel more at ease without face-to-face contact, and without this fear, they have the capacity to grow stronger as writers. However, teachers must be aware of better-equipped social media options. For example, instead of Facebook students can be introduced to Edmodo. Edmodo offers plenty of teacher tools, including giving the teacher the freedom to accept posts, assign homework, and place deadlines. It provides a layout similar to Facebook, so students feel like if they are using Facebook. Edmodo also contains features to poll, create quizzes, use drop boxes, post comments, and share files. Educators will not only be targeting students' interests, but it's also making it easy for them to capture grades, track participation, and collect assignments with a simple click. Another great collaboration tool is Wiggio. This tool allows students to

form groups to share calendars, send group emails, reminders, and store and edit files. There are plenty of free online tools on the Internet that would certainly teach students how to establish and maintain communication with others.

Another great advantage to having students use social media is the advantage of supporting multiple learning styles (Baird, Fisher, 2005). Educators should understand the importance of addressing students' needs. With so many goals, teachers tend to leave differentiation instruction aside. Students desire an on-demand, self-paced, and interactive learning as they are so used to always being connected to a virtual world. Educators must understand that students are not the same as they used to be. Learners demand rich interactive environments as part of their learning. Yet, they also want the flexibility offered by social media. Social media offers them the opportunity of self-pace. They can read, analyze the information read, and then write about it. Students can even be selective about what to respond to and when to respond to it. For instance, with the use of blogs teachers can request students read about a certain topic, analyze it, and then write about it. To promote critical thinking skills the task can be extended by requesting students critique someone else's blog. This way the learning cycle is followed, but with the advantage of using a medium students enjoy and feel comfortable. A highly recommended educational blog is Edublogs. Edublogs gives students the chance to read, write, and publish using pictures if desired. This tool is a great way to address visual, auditory, and kinesthetic learning styles simultaneously.

INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH VISUAL IMPAIRMENTS

by Denise P. Reid, Ph.D.

I imagine having a student who is only able to see the parameter of letters, numbers or images on your whiteboard or Smart Board. Consider how a student with juvenile macular degeneration¹ may struggle to see information to which the teacher is pointing. After the diagnosis of a juvenile form of macular degeneration during my sophomore year of high school, I struggled to see content on the chalkboard. Uninformed of special education services, I struggled through my courses in high school. Although I learned to carefully listen to lectures and take detailed notes, I completed courses with limited access to the entire curriculum.

According to the National Federation for the Blind, the number of non-institutionalized males or females, ages four and under through age 20—all races, regardless of ethnicity, with all education levels in the United States who reported a visual disability in 2012—totaled 659,700.

(<https://nfb.org/blindness-statistics>). It is for that reason I find it imperative to provide definitions of visual impairments and instructional strategies for teachers.

Definitions of Visual Impairment

Because the spectrum of visual impairment can include varying degrees of clarity and perception, the definition of visual impairment itself can be obscure. For example, the white cane is often associated with total blindness, yet is also used by individuals classified as legally blind who have some degree of sight. Conversely, some legally blind individuals make conscious decisions to avoid using the white cane altogether. Reasons for avoiding the use of the white cane are varied and may include: (a) a belief they have adequate usable vision (i.e., central or peripheral vision); (b) they have acquired and are comfortable with their level of mobility without the use of a cane; or (c) they are concerned with the social stigma of the white cane. Therefore, the following definitions provided by Vaughn, Bos, and Schumm (2011) may prove helpful:

Visual acuity: Describes the ability to see details clearly.

Visual field: Describes how well a person can see using peripheral or side vision.

Visual impairment including blindness: An impairment in vision that, even with correction, adversely affects a child's educational performance. This term includes both partial sight and blindness (IDEA 300.8[c] [13]).

The statutory definition of “**legally blind**” is that central visual acuity must be 20/200 or less in the better eye with corrective lenses (<https://nfb.org/blindness-statistics>).

Instructional Guidelines

While organizations, such as *American Printing House for the Blind* (<http://www.aph.org/manuals/>) and LS & S (<http://www.lssproducts.com/>) provide high-tech solutions, electronics, and daily living items for meeting the needs of



students with visual impairments, this article will provide low-tech educational solutions for immediate implementation. Please note that the assumption that the same adaptations and modifications are useful for all visually impaired students is erroneous. Successful inclusion results from addressing and meeting the individual needs of each student and knowing your student beyond the Individualized Education Plan or 504 Plan.

The following list is not a comprehensive list of strategies for working for students with visual impairments; however, it does represent helpful strategies I have received and employed during my professional career:

- **Adjustable book stand:** Allows students to have printed material at varying distances that facilitates hands-free access to the text in case the student needs to hold a magnifier or other tools such as a ruler.
- **Additional lighting:** Teachers should become aware of the best lighting source(s) for individual students. For some, natural lighting is adequate, while for others, lamps are required.
- **Audio recording of material:** Providing books, handouts, and exams in auditory format may benefit some students. Teachers can record short assignments on digital recording

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¹Juvenile macular degeneration is a series of inherited eye disorders that affect children and young adults. Juvenile macular degeneration is different from age-related macular degeneration, which occurs as part of the body's natural aging process. Juvenile macular degeneration is sometimes called macular dystrophy. Citation: <http://www.geteyesmart.org/eyesmart/diseases/juvenile-macular-degeneration.cfm>

²The Optelec ClearReader+ brings portability, simplicity and a sleek design to text-to-speech and OCR reading and scanning devices. For more information contact Optelec at <https://us.optelec.com/products/cat1/e-electronic-video-magnifiers> or Rick Waddell with 2nd Sight Visual Aids (<http://www.manta.com/c/mt1281y/2nd-sight-visual-aids>)

ON STORIES AND WITNESSES, SUFFERING AND HEALING

by Thomas J. Cottle

I begin with an admission: I watch far too much television. No matter how strenuously I complain about the quality of this one medium, almost any athletic event or movie captures my attention. It is said that a television critic is anyone who owns a set; I own a set. One would think that a sporting event offers little to grouch about but I find things, like the incessant organ music during professional basketball games, and the grunting of tennis players. I resent, moreover, announcers and commentators making themselves more important than the events being transmitted.

Especially troubling for me are the reporters who interview athletes, an activity that appears doomed from the start, particularly when one asks coaches about secret plans they might have for their teams. Always the same, the questions rarely yield a single useful fact. Appearing to caricature journalists and psychotherapists, the interviews rest on three inquiries: “What was going through your mind?” “What were you feeling?” and finally, “What was that like?”

Unashamedly I admit: I watch and I grouch. Where I am self-conscious, however, is in admitting to the proposition that much of my work in counseling in fact is often predicated on these very same approaches and questions at times yielding the very same paucity of results. I am following some rubric, theory, or construct in an effort to find out exactly what the sports reporter too, is seeking to learn: What is the story this person can tell me about how he or she makes meaning of events occurring outside of themselves as well as within their own minds. What is the thinking that goes into this meaning making, and what sorts of feelings can this person describe for me? Finally, is there not some role I play as a listener or witness that not only connects me to the story being told but to the teller of the story as well?

Storytellers, those who can keep their listeners close, engaged, and connected to them through the feelings and thoughts that underwrite the story, have always intrigued me. (And let us hold in mind that neuroscientists now believe feeling and thinking are so intertwined, we might best refer to these processes as “finking” and “theeling.”) The story is all and all; we may be little more than the stories we tell. Indeed the notion of a self may be little more than what we the authors construct it to be when putting our minds to it.¹ But there is always that matter, of just who is there to hear us, collect our stories, and through them connect with us? Which means that our most private selves and contemplations involve the presence of others. They rely, in other words, on, well, other words, or more precisely, others’ words, the magical word being “connection.”

Here now another admission. I cannot work from an outline. I remember in sixth grade composing outlines for Mrs. Hambright, outlines about anything. I couldn’t do it. Well, I could do it: it was my brain that resisted the assignment. It still does even with computer software making outlining relatively straightforward. A friend recently told me that upon the invitation of an editor he had spent a weekend composing a five-page outline for a book. Granted, my friend is a dazzling writer, but a five-page outline! I much prefer following my own counsel to students about to take an examination. Leave several pages blank at the front of your answer, I instruct. Then, when you

finish your essay and know what you wanted to say, go back and write an introduction; believe me, readers are swayed by those first few paragraphs.

The point, of course, concerns the familiar process in which one writes to learn, if one can tolerate searching in the dark for ideas and language for stories. Scary things hide in the darkness with which each of us as storytellers and storywriters must contend. There are things we may either have forgotten or prefer to have forgotten, and things that once caused us abject pain, and apparently still do. Why would I wish to dig around in a dark space uncertain (or is it certain?) of what I might locate when something in me warns of impending danger? Best to get out of that attic as quickly as possible. Better still to discover a profession that focuses on what *you* have found in *your* attic. But there’s the rub, isn’t it? A full appreciation of your discoveries leading to the stories you compose for me is only possible when, fearful to be sure, I allow myself full passage into my own darkness to lay hands on the objects required to compose my own stories for you. This mutual digging into attics of the past and the eventual composition of stories each person offers to the other may well be the essence of human connection and the driving force of what we consider to be mutuality.

Years ago in a discussion about the Holocaust, a dear friend, suddenly saddened by that particular historical era, leaned toward me and whispered as if not wishing to be overheard: “There are two kinds of people in the world, Tommy. There are the people shoved into boxcars, and there are the people who shove them!”

Extreme to be sure, Fred’s words captured the sentiment we both were feeling. But clearly a more humane generalization may be constructed from his utterance: There are people in the world who suffer from their own doing and from the doing of others. “Simply because we are human,” Mary Craig wrote, “we suffer.”² Craig goes on to say that it is not that we suffer, but “that we waste suffering,”³ by which she implies that we literally can be thrown in touch with our spirituality and attain the fullest of our humanity precisely by means of the way we exist with, and within, our suffering. One is not surprised to learn that Craig believes that “We do not suffer in order to become other than who we are, but to become the real persons lying dormant within us.”⁴ This last phrase suggests that for some writers the point is to linger for an extended moment not only with the sufferer, but with suffering as well. In this act we may gain some connection with our genuine inner self, or is it our spiritual self. There need be no hurry to rescue the other or induce resilience in him. Indeed, the “bouncing back” quality of resilience might do well to wait for the “bouncing inward” effect of lingering with suffering and thereby reaching the dormant self residing within.

Then there are people who heal, those who would subscribe to these words from the late historian Judith Shklar: “When we can alleviate *suffering*, whatever its cause, it is passively unjust to stand by and do nothing.”⁵ In this context, Shklar might have appreciated this from Mary Craig: “It is indifference, not hatred, which is the true enemy of love.”⁶

A third group appears as having neither suffered nor offered

¹See Susan Harter, *The Construction of the Self*. New York: Wiley, 1999.



healing. And finally, we encounter people, quite possibly most of us, who both suffer and heal. Said in the more modern vernacular, there are always bullies and victims, so-called bully-victims, and inevitably bystanders among whom there are those running from their own suffering, or more likely imagining they can hide it, or from it.

The important point here is to call attention to this image of those who suffer and those who heal, and more particularly, the sort of alliance these people create through the stories they compose and recount, and to which they bear witness. Healing, it may be argued, only emerges when sufferer and healer find some means of uniting, a means to discover in the acts of constructing and revealing one's narratives and having them witnessed and hence honored. Only then can we have confidence that suffering has not gone wasted. Only then can we imagine, using Craig's language, we may "bestow a maturity and a beauty of spirit that no other experience can provide."⁷ It is not sufficient that as a sufferer, I offer up a story; it must then be accepted and used, or found to be of use to those who bear witness to this story, and thus to me.

Significantly, both acts, storytelling and witnessing, demand more than a bit of courage and a whole lot of arduous work. Always there is a tendency with suffering to keep it out of sight of others, as well as ourselves. Perhaps we trick ourselves into believing it's not noteworthy, or even present. Hide it away, we (ill) advise ourselves, pretend it is not there, or depart it on the grounds that pain is hardly something one wishes to visit much less choose as a permanent home. Remember Craig's words: If we are human, we suffer; we all maintain attics filled with stories of having been wounded. Remember too as human as the act of suffering surely is, so too is the act of hiding from it in others as well as in ourselves; best just to keep out of all attics. With all the right and just intentions healers too are found among the

hidiers. Confronting the suffering in the soul of another obliges us to confront the suffering in our own souls. It just seems to work that way given the intimate friendship of the mind and soul.

As I say, many of us who consider ourselves to be healers often discover that we too haunt familiar hiding places. We may ascend to the attic where wounds are stored, we may even open the boxes in which they are barely safeguarded, but we refrain from reaching in to actually touch or be touched by the wounds. We hide, in other words, as much as we seek. I know now that in undertaking acts I wish to believe are of a healing nature I have hidden. Had anyone looked, they would have found me crawling about in the attic, but my hands would be perfectly clean. And from what was I hiding? From the very wounds of my own childhood, the very wounds I seek to explore and heal in the lives of the

children I encounter. The very wounds that seemingly lurch me toward wounded people were keeping me from those same people; The very wounds I stored away were causing me literally to fall asleep listening to children in a hospital speak of their wounds. Only later on would I learn that I might be healed by the stories of these children as much as I might be healed by the stories I myself composed about my own wounds, if I could even get to them. Memories too reveal scars, evidence surely of the existence of prior hurt, but not necessarily the depth and extensiveness of that hurt. Sometimes all a story offers is a title, sometimes little more than a cover page, but sometimes, full and complete drafts.

Not ironically, the sufferers among us often make the best healers. Similarly, the best healers, though surely not all of them, living with their own suffering, often derive strength from their wounds in composing their stories of healing. All that is required is that a connection be made among sufferers and healers, this distinct population of storytellers and witnesses. For without the alliance there is, somehow, an impediment preventing us from descending into our soul in order to compose the brand of story that heals the other and oneself. Doctors and nurses heal, but so too do fellow patients. Counselors and teachers heal, but so, too, do fellow parents, fellow addicts, fellow students and sufferers. These constituencies comprise something far more potent than the common term "support group" could ever convey. They remain fellow writers, fellow witnesses to our stories of hurt, as well as to our accounts of the progress we have made in our own healing. Arthur Frank puts it this way: "As wounded, people may be cared for, but as storytellers, they care for others. The ill, and all those who suffer, can also be healers. Their injuries become

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⁷Mary Craig, *Take Up the Cross*. *The Way*, January, 1973, Volume 13, page 26.

⁸*Ibid.*, page 24.

⁹*Ibid.*, page 31

¹⁰Judith Shklar, *The Faces of Injustice*, New Haven: Yale University Press, 1990 page 81.

¹¹Mary Craig, *op. cit.*, page 27.

¹²Mary Craig, *ibid.*, page 26.

MORE THAN STANDARDS

by Dawn Molnar

As the daughter of an educator and a teacher myself, I thought I understood education pretty well. I grasped the importance of educational standards and benchmarks. However, having my children in school was a game changer for me. When my first child stepped foot into his kindergarten class, I saw the classroom in a new light. While I was determined my son would achieve all his academic standards, I was even more hopeful he would develop character traits through what he experienced at school. Character education is an essential part of a quality school experience for all children.



not get along without them emptying the dishwasher, taking out the trash, and putting their shoes away. There is nothing worse than my child going back to school after a long illness and feeling that no one noticed they were gone. Each child needs to feel needed, even at school. Providing leadership opportunities to students can be very powerful. I love it when my kids get an opportunity to help a struggling friend master a concept as peer mentors. It is exciting to see older students modeling reading for younger students. Having students teach a concept to the class, share an experience, or choose a cause to support as a class are all ways to boost moral of a class. Servant leaders are the most powerful types of leaders. Imagine the potential of teaching in a room full of servant leaders, all of whom feel indispensable to the classroom. Most students never get the chance to lead. A great teacher empowers students by giving them those opportunities.

In conclusion, educating the whole child requires character education be a part of educational experience. A great teacher has a room full of love, joy, and brave students who are leaders. Smart kids are everywhere, but a well-rounded student filled with love and joy, brave enough to tackle new experiences, and leads through a servant's heart is a precious, powerful rarity. A well-rounded education goes beyond learning math standards.



A former Language Arts and Reading teacher, Dawn received her masters in school counseling while staying home to rear her three children in Ohio. She runs a Teen MOPS group, speaks at local classic (Moms of Pre-schoolers) MOPS groups, serves as a part-time substitute teacher, and is active in her Moms In Prayer group.

First, I want my children to appreciate and experience love and joy. Not only are love and joy important to me, but I believe they are important to the Lord. After all, they are the first two fruits of the Holy Spirit listed in Galatians. Teachers can provide a quality school experience by loving students and modeling joy. Although not always easy, teachers are in the perfect position to show love to even the most difficult children. A teacher who models joy has a positive attitude about school, work, students, coworkers and learning. This is possible through the power of the Holy Spirit, but once obtained, this joy is easily and openly expressed to students. In addition to experiencing love and joy through relationships, I want my kids to love learning and find joy in a job well done. A teacher can greatly influence a child's experience through words of encouragement. Shouldn't love and joy permeate the classroom of a great teacher?

Second, I want my children to be brave. This might not be what one expects to hear. However, I believe that a great teacher creates a safe environment for students to come up with new ideas and try tasks that are so challenging they might fail. I want my kids to learn from their mistakes, not be so afraid they might fail that they never try. I believe a great teacher allows students to practice without penalizing them, teaching them they do not have to be perfect, but they need to try. After all, the whole point in practicing is to master the skill. It is so frustrating to see brilliant students wasting their God-given talents because they are too afraid to take a risk – they have been taught to think inside the box instead of using the creative mind given to them by the Lord. Brave students are empowered in the classroom of a great teacher.

Third, I want my children to be leaders. A quality school experience provides opportunities for students to serve each other. I am referring to the leadership style of Jesus, who led while washing His disciples' feet. My kids know they are important to our family because not only do I tell them, but they also play a vital role in our house functioning. We could



CEAI is partnering with CRU to offer on-line mentoring for Christian public educators with 0-3 years experience. Monthly on-line group support is currently available on Mondays through Thursdays with experienced dynamic educators from around the country.

If you or someone you know would like more information about this free service, go to <http://ceai.org/cru-mentoring-application.html> or email mentoring@ceai.org

A SUBSTITUTE FOR CARING

by Sue Carloni

I had substituted on a regular basis for secretaries in a local public school district. One morning I walked into an elementary school office, and there was another secretary who had also arrived early. I had worked alongside Sandy before and enjoyed her cheerful personality. But today was different. Sandy was standing near her desk, sobbing uncontrollably.

“What’s wrong?” I gently asked.

She wiped the tears from her cheek with the back of her hand. “My adult son Scott is mentally challenged and lives in a group home. I got a call from the home just now and was told that Scott punched one of the caregivers.” She grabbed a tissue as more tears spilled. “They said he can’t live there if this happens again. I don’t know what I’ll do. He’ll have no place to go. I can’t handle him alone at my home. Plus, there’d be no one with him during the day.”

I instinctively hugged Sandy. She laid her head on my shoulder and wept.

“Let’s sit down,” I suggested. Holding her hands, I said, “I have a feeling that everything will work out. Scott is going to be okay.”

Sandy sniffed. “You know, I’ve never even told my coworkers that I have a son. I don’t know why I told you all of this.”

I smiled. “I believe God sent me here this morning knowing you

would need comforting.”

“Really?”

“Yes, I do!” I gave Sandy another hug. “I’d like to pray for you and Scott daily, if that’s all right with you.”

Sandy smiled. “I would appreciate that.”

We chatted a while longer, and by the time the rest of the staff arrived, Sandy’s usual cheerful demeanor returned. When a coworker asked how she was, she said, “Fine,” and gave me a knowing look.

Bringing up the subject of God or prayer on a one-on-one basis with another teacher or administrator can be done delicately when you sense that person needs comforting. Intuition usually turns out to be right that the person needed reassurance. If they seem offended by your offering to pray for them, simply say that you will keep them in

your thoughts. But, of course, you can still pray for them when thinking of them daily.



Sue Carloni is a freelance writer who lives with her husband Kurt in Oconomowoc, Wisconsin. She is a former substitute school secretary and substitute teacher’s aide working with special needs kids in public schools. She has been published in more than 70 religious and secular magazines, including Teachers of Vision and Teaching Tolerance.

A COMMON THREAD

by Jennifer Bonn

We try so hard as teachers to reach all of our students, but we come up against so many roadblocks along the way. All of our students have issues that they deal with outside of our classrooms whether those issues involve home life, balancing extracurricular activities or dealing with friends. Add on to that all the different learning styles of students and it seems impossible to design a lesson plan that engages them all.

The good news though is that even with all the challenges we face as teachers and our students face as learners, there is a common thread that can pull the whole learning experience together for all learners. The common thread is making the lesson plan about the student, getting the student involved and interested about learning and finding a link between the material learned and the student’s life.

As a high school French teacher, I can go into a class and say “OK translate these sentences;

The car is red. The driver stops at the light.” I am working with the vocabulary, but the activity has no significance for the student. I can engage my students by changing the activity to answer the following questions.

- Who taught you to drive?
- What was the experience like?
- What was a funny moment?
- Are you a good driver?
- Who drives badly in your family?

Now I am not only working with the vocabulary, but I have also made the topic interesting for the student. There will be more focus and effort put into the activity. The first activity doesn’t provide any personal investment on the part of the student. He doesn’t really care because the activity is boring and not about him. The second scenario will elicit interest on the part of the student and will result in an actual give and

take conversation. Students will want to tell multiple stories.

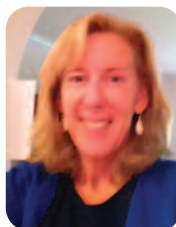
This concept can be adapted to any age group and any subject. Small children love to talk about the interactions they have had. Different subjects can take any material and adapt it to real life. If Math is your subject you can create a situation where calculations are necessary and ask students how they would handle it. Make the situations relate to their lives. In History you could relate historical figures to the student’s life with compare and contrast situations.

Whatever activity you design, give a variety of assessments for it. Allow your students with different learning styles a chance to do it their way. Make the options flexible to fit a variety of styles.

A great way to start every class is to give your students an overview of what you will do that day. After that tell them what you are hoping that they will be able to do at the end of the class. After you have worked on something for awhile stop and ask questions for understanding to see where your students are in the learning process. Guide them by doing some activities with them and then let them work in pairs and groups to see if they can work on the material together. At the end of the class ask them if they can do what you set up as that day’s goal.

The most amazing thing is to sit back and see a student who struggles do a project that incorporates what he needs to succeed. He will find validation and confidence and he will be asking for the next project.

Success breeds interest and interest leads to learning.



Jennifer Bonn has been teaching for 32 years and has published a variety of teaching articles and one teaching guide. She currently teaches at Mount Paran Christian in Kennesaw, Ga. where she is beginning a teacher mentor program.

HOW SUBSTITUTE TEACHING TAUGHT ME TO SURVIVE IN THE WILD

by Courtney M. Brown

As a general rule, I do not sleep on the ground. The wildest animal I've encountered in its natural habitat is an insolent squirrel that once threw a nut at me. I cannot tell you what time it is by looking at the sun. I have never gutted a fish and am reasonably certain that I don't want to.

Despite all this, however, I am supremely confident that if the worst should happen and I was unexpectedly kidnapped by ruffians, just managing to escape in the middle of the wilderness, *Princess Bride*-style, with only my wits to protect me, I would be able to manage quite nicely. You see, I was a Substitute Teacher.

But now I see you are confused. How, you wonder, could such employment equip anyone to survive in the wild? I'm glad you asked.

As the visionary Randy Newman has reminded us wisely, it is, in fact, a jungle out there, and I'm afraid the unprepared may not make it home in one piece. A day of substitute teaching is something akin to being shoved from a low-flying aircraft into a hostile environment with no compass, supplies, or hope of rescue. You find yourself alone and friendless with fear in your heart and a bump on your head from hitting a tree on the way down. The only survival tools you are likely to be given are a mimeographed building map and a worn-out badge sporting the school district logo and a cruel one-word insult – "SUBSTITUTE."

You might as well pin a target to your shirt.

You have just entered a dimension of animal instinct and survival of the fittest. None of your fancy notions of decency, civilization, and table manners mean anything here. Don't make the naïve mistake of believing for a moment that you are safe or that you can function like a normal person in this place. If you hope to endure in this inhospitable environment, you must accept these facts and learn to embrace the beast within. And know that if you can survive here, you can survive anywhere.

So pause a moment here and take heed before you venture forth into these pitiless public school badlands. There are lessons you don't need to learn the hard way.

Be wary of indigenous species.

You will encounter many strange species on any given day in this alien wilderness. Some you will recognize, others you will not. A few to watch out for:

– *The Office Worker*. Do not make the mistake of referring to this person by her recently outdated (and apparently derogatory) designation, The Secretary. "Administrative Assistant" also functions well in a pinch. Use flattery and innocence with this one. She can be your greatest ally or your worst enemy. She is the keeper of many keys and will happily jangle them to prove it.

– *The Team Teacher, The Student Teacher, The Teacher's Aide*. These three have similar abilities and functions. They know the laws specific to your jungle and can generally be counted on to help you establish dominance, though this can sometimes backfire. Don't let her take your dominance with her when she leaves.

– *The Student*. The Student is the most abundant life form and primary adversary you will encounter. A pack of Students is called a Class. These packs move about and occasionally interact with mixed success. Your most arduous task will be to find a way to govern one

or more of these packs in a given day. Be aware – they can smell both fear and inexperience. You must either win or cow them.

– *The "Specials" Teacher* (Elementary School only). Inevitably, your pack will have a portion of their day sectioned off for Art, Music or Gym, and you can leave them there. The teacher of this "Special" will be unique and very likely volatile. Do not be late when you return to retrieve your pack.

– *The Janitor*. Make friends. It's in your best interest. He knows where the best watering holes are.

– *The Lunch Lady*. Avoid her. She doesn't trust you.

– *The Parent*. If you see a parent (recognized by expressions of fury, flared nostrils, purposeful strides and loud tones), avoid eye contact, duck out of sight, then run away. You have no hope apart from hiding or camouflage. The venom of this species is deadly.

Other species are present but seldom observed. You will hear reports of other Teachers nearby, but you will seldom, if ever, see one. You may also become aware of a rumor regarding some sort of sovereign ruling this territory, something called "Principal." You may be able to invoke Principal's name to instill fear in your pack, but many believe Principal is just a myth.

Establish dominance.

It is essential to quickly establish dominance with your assigned Class. Like coyotes or hyenas, Students enjoy a pack mentality. You must acquire and maintain the alpha position in the pack or all will be lost. Bedlam will ensue, mobs will form, riots will break out, and after all that, you won't even have the good fortune to get fired.

Some useful phrases:

Elementary school:

- "Well, we're not doing that today."
- "Once you're quiet, we'll go to lunch."
- "Stop eating that."
- "You need to ask your mom that question."
- "Zip your coat."
- "Zip your pants."
- "You've just lost five minutes of recess."
- "Not yet."
- "You can tie your shoe by yourself."
- "I'm not going to wipe your nose. Go get a tissue."
- "I have quite a lot of extra worksheets I could give you if you're all done."
- "Go sit down."
- "No."

Middle school:

- "Here's a note to give to the principal"
- "I have your mom's phone number and don't mind calling her at lunchtime."
- "I'll think about it."
- "I have quite a lot of extra homework I could give you if you're all done."
- "Go sit down."
- "No."

High school:

- "Your teacher's going to love the note I leave about you."
- "I suppose we could always have a quiz instead."
- "Office. Now."
- "I have quite a lot of extra homework I could give you if you're all done."
- "Go sit down."
- "No."

Continued on page 30

THEY WERE MY TEACHERS

by Isabel Bearman Bucher

It had been a hard year. These fifth graders had tested and used every asset, every fuse, every alternate mental wellspring this teacher had. On the last day of school, at the evening graduation ceremony held for all the fifth graders and their families, I took my turn at the lectern, only to be interrupted by an unexpected happening – my entire class stood as one of the fathers came down the aisle and handed me a large, thick brown envelope. Inside was a check for \$150, and a note signed by all my kids, which read: “We know we were hard, but we worked for this. We want you to buy something wonderful just for yourself. Thank you for being our teacher.”

Also included, signed by each child’s parent, was an accounting of which jobs had been done by each student to earn their contribution to my check. I lowered my head, and then, unable to stop, rushed out into the middle of all of them and embraced each kid. It was mayhem. When the audience quit clapping, and I got control of myself, I approached the podium again.

“Thank you, dear Bucher’s Brains,” I said slowly. “I will go to every natural garden place from here all the way to Anima Cabin, in Taos Ski Valley, and I will buy 26 Rocky Mountain Columbines. I will say your name,” pausing again to lock each child’s eyes, “and plant each of you beside my stream.”

It was a wet evening in the high New Mexico desert that late May. Two weeks later, I kept my promise, arriving at Anima, my little wooden cabin, carrying four flats of wild students – columbines – beautiful, graceful, cornflower blue and white heads nodding cordially off thin, but tough stems. That next morning was one of the happiest days of my life. I stood beside the white wedding veil Lake Fork Stream, and kept my promise. Each child’s name was spoken, and each columbine was then planted in that rich, mountain loam; close enough to water, but far away enough not to be swept away by the yearly June snow melt from Wheeler Peak and its companions – highest in New Mexico, last hurrah of the Rocky Mountains.

Years went by. The children, grandchildren, and great grandchildren of those flowers continued to seed and bloom, enduring through flooding and dry years, super freezing winters. Rising, always, full of hope and beauty. I always thought of them as angels brought to earth.

Last summer was the first time in a very long while that I was able to go to Anima, and be there just for myself. I had seen my husband, Robert, go to a better place, nursing him through years of Lewy Body dementia. For two years after his death, when people asked me, “Isabel, how are you?” I said, “fine.” But I wasn’t fine. I didn’t know who I was anymore. All my purpose, my identity, everything I ever was had died with the love of my life.

My daughters pushed me to get away, and go north, worried, not knowing what else to do with who I had become. The two

hour drive went by without notice as so many days had gone before this day. Heavy of heart, I unlocked the door, entered the dark interior, closed for so long, took down the shutters, opened the back door and emerged onto the deck Robert and I had built so long ago. I stood, stunned, unbelieving at what I saw. There before me was an unbearable symphony of beauty – Rocky Mountain Columbine crowding the Lake Fork Stream, nodding in the breeze, greeting me. Angels waving, welcoming me. I made my way down the steep bank to streamside, and unbidden, wept the tears I couldn’t find for two years.

Face muddied, I took handfuls of water washing away four years of caregiving, two years of grief, and crawled hand-over-hand back up the side. Inside I just stood, looking left, right, then turning a 360, I took a deep breath, and charged. Over the weeks, I’d put down the mop, stop the vacuum, the carpet cleaner, often to just visit my angels – speak the names of my school kids – sing to them. The Lake Fork moved forward, swirling round its rocks, sparkling in the mountain pure air, columbines and stream teaching me about living, showing, demanding that I stand and live again. I found tears falling in those days, but these were because of the returned joy for life, joy for the love Robert and I shared, no longer the grief of loss – always wrapped in the beauty of memory, of the right now. The cabin sparkled, spotless, inside and out, like the Lake Fork. I lost ten pounds.

This I know now. When life takes away, it gives back in full measure, much more than you’ve lost. And, angels come in many forms – hummingbirds buzzing with feeder defense, a sparkle of old wood renewed again, the sleep of the dead covered in sweet smelling line dried sheets, and a mountain that puts its arms around you and dries your tears. I can’t wait to open the little cabin this year, full of joy anticipating what I will be taught this new year.

Author’s Notes:

Over the years, my school kids have kept in touch through Facebook, emails, phone calls and now texts. In that summer of 2013, Isabel placed Robert’s ashes under the bench he’d built for her years back, naming it “Just for Two.” He and the columbines have become a part of ongoing life, forever. And, the angels? Well, now, they have a mind of their own, and do what they will do, free and full of joy, like their student.



Isabel lost her Robert in January of 2011 of Lewy Body Dementia. It’s said that “one will always be left,” but until it happens, you don’t get it. It was a long and difficult road. Almost three years later, she has begun another life. She has stood, walked forward, picked up the pen again. Her X students have found her through social media. She knows of the grace of humanity from those who touched and touch her life; she knows the true meaning of cherishing every moment; she knows she is loved and loves and she flies open-armed into the great wildernesses of New Mexico, where mountains surround her and take her unto them.

QUIET WARRIORS

by Mike Hicks

This summer I sat on the porch of my parent's farm house in Oregon enjoying a quiet morning with my Bible and journal. I was pondering the words that a friend spoke while praying for me a few days before. In that prayer, he referred to me as a "quiet warrior." I've been thinking a lot about that comment and asking myself the question, "What does a quiet warrior look like? What does that mean?"



I have observed many Christians over the years (and have probably been one at times) who are so "loud and proud" about their faith that their Christianity is unbecoming. I've known others who have been so opinionated and vocal about their views that they cause people to feel uncomfortable and wary. And I have known some pugnacious believers who seem to enjoy a good fight; loving to argue and debate issues and theology. Verbal sparring invigorates some believers, but in the end the exchange tends to be divisive, rather than unifying and people get injured, rather than healed.

So what is a quiet warrior? Is it someone who lacks courage or is afraid to take a position and hold the line on what is right and true? Is it someone who lets evil triumph while they sit idly by in silence, afraid to create conflict or offend? Surely Christians are to be people of principle — people with a backbone who are not afraid to fight the good fight, but I'm beginning to see a different image of a warrior these days.

I see an image of a person who humbly listens, and then courageously obeys. I see a person who frequently sits quietly with the Lord in prayer, not necessarily talking prayer, but watchful, listening prayer. And when the Holy Spirit speaks, when He gives instruction and guidance, they are the kind of warrior that responds, "Yes, Lord, I'll go, I'll do, I'll speak!"

I love what Mary spoke to the servants at the wedding in Canaan when they ran out of wine. She directed them to Jesus and said, "Whatever he tells you to do — do it." (John 2:5)

I'm starting to see that courageous obedience doesn't always require aggressiveness or strapping on a sword to arm for battle. But often what is required is just a simple, quiet action, or softly spoken word.

Consider Daniel. It took great courage for him to refuse the Kings edict and continue honoring God through prayer at his window. He didn't scream, "NO! I won't follow that law. I'll protest. I'll sue!" Instead he simply stayed faithful and continued to pray.

Sometimes courage looks like honoring God, even when you're told it's not allowed.

Consider Shadrach, Meshach, and Abednego, the three Hebrews that got thrown in the fire. When ordered to fall down and worship the image of the King, they didn't argue or engage in debate. They simply refused to participate.

Sometimes courage looks like standing up, when others are bowing down to things that are false.

Consider David; stirred to action by an arrogant giant, whose public defiance paralyzed a nation. Though the Philistine was imposing, he grabbed his sling and a handful of stones; tools he knew how to use, and confronted the giant.

Sometimes courage looks like going alone to do what no one else will do.

As I try to wrap my mind around what a quiet warrior looks like, an image is starting to emerge. I see a humble person, whose demeanor is respectful and gentle, and yet at the same time, strong, confident and determined, with an uncompromising resolve to do what is right.

I confess, I feel far from being that kind of warrior, but I'm encouraged that someone saw a little of it in me this summer. It's made me question, "What is the difference between the 'loud' and 'quiet' warriors in the body of Christ today?" And which am I?

I'm beginning to see that loud warriors often defend a cause, while quiet warriors serve a King. I don't think the Lord needs people to defend Him. He just needs followers who will humbly listen and courageously obey.

O Lord, help me become that kind of warrior.



After completing his undergraduate studies at Northwest Nazarene University, Mike spent five years working in the Lathrop Housing Projects in Chicago, Illinois. He has a MA in Curriculum and Instruction. He moved to Bakersfield, CA and teaches Biology and Intervention classes at Centennial High School. His current assignment is working with at-risk students who are in danger of not graduating and the challenge is teaching me a great deal about the roots of their apathy and some important keys in motivating them to try again in school.

HOLIDAYS

MARCH - APRIL 2015

March 2, 2015

Read Across America Day

Many people in the United States, particularly students, parents and teachers, join forces on Read Across America Day, annually held on March 2. This nationwide observance coincides with the birthday of Dr Seuss, who is known for writing children's books. Read Across America Day promotes reading, particularly for children and young adults. Many schools, libraries, and community centers across the United States participate in the day by bringing people together to take part in reading books. Various reading activities and events are held across the country on this day. For example, some students take part in a Read Across America channel designed to showcase student and educator videos around the country. Others make reading pledges, organize book fairs, or read aloud to groups of people. Read Across America Day an observance and is not a federal public holiday in the United States. The day was promoted by the NEA and the first Read Across America was on March 2, 1998.
<http://www.timeanddate.com/holidays/us/read-across-america-day>
<http://www.seussville.com/Educator/educatorReadAcrossAmerica.php>

March 5, 2015

Purim

Note: Jewish holidays begin at sundown the day before the date specified for the holiday.

Purim marks the Jewish people's deliverance from a royal death decree around the fourth century BCE, as told in the Book of Esther. Many Jewish Americans celebrate Purim on the 14th day of the month of Adar in the Jewish calendar, which is in February or March in the Gregorian calendar.

Many Jewish people, especially children, in the United States use this event as an opportunity to listen to the *Megilla* (or *Megillah*) to relive the events that are told about the story of Esther, Mordecai and Haman. It is customary to twirl *graggers* (Purim noisemakers) and stamp one's feet when Haman's name is mentioned.

Jewish people give to the needy around this time of the year. Food baskets or food gifts are also given away. It is a time for people to celebrate and be merry. So some Jewish schools hold celebrations to remember the past and their heritage. Other groups or organizations hold Purim carnivals filled with activities, costumes, food and games. Special prayers, particularly the *Al HaNissim* prayer are also included in evening, morning and afternoon prayers.
<http://www.timeanddate.com/holidays/us/purim>

http://www.chabad.org/holidays/purim/article_cdo/aid/648312/jewish/Purim-2015-Guide.htm

Sunday, March 9, 2015 Daylight Saving Time Begins

Benjamin Franklin American inventor and politician Benjamin Franklin wrote an essay called "An Economical Project for Diminishing the Cost of Light" to the editor of *The Journal of Paris* in 1784. In the essay, he suggested, although jokingly, that Parisians could economize candle usage by getting people out of bed earlier in the morning, making use of the natural morning light instead. For an interesting history of daylight saving time go to:
<http://www.timeanddate.com/time/dst/history.html>

March 17, 2015 St. Patrick's Day

Parades are held on Saturday, March 16, in New York during the years when March 17 is a Sunday. The parade is always held on the Sunday before March 17 in many other cities. Some people see St Patrick's Day as a celebration of the color green, rather than solely focusing on the Irish-American culture. Water is dyed green in public places in some towns. The most notable body of water that was dyed green was the Chicago River in 2005.

People dress in green clothing and eat food, which is either natural or dyed green, on St Patrick's Day. Some

people go as far as holding green dinner parties where the guests are expected to wear green and eat exclusively green food.

St Patrick's Day is not a federal holiday in the United States. Schools, businesses and organizations are open as usual. Public transport systems run on their regular schedules. There may be some local disruption to traffic due to St Patrick's Day parades. This is particularly true in cities with a large Irish-American population, including New York, New Orleans and Seattle. The parades may be on or around March 17, so it is a good idea to check local sources for the exact location, date and time.

<http://www.timeanddate.com/holidays/us/st-patrick-day>

<https://www.teachervision.com/st-patricks-day/teacher-resources/6666.html>

April 4, 2015

Passover

Passover marks the Israelites' liberation from slavery and their exodus from Egypt around 3000 years ago. Many people spend the Passover period with family or close friends. They make a special effort to ensure that older people, the poor, and those living alone can take part in the ceremonial meals known as Seder. They may do this by inviting people into their homes or giving them a gift basket. Passover gift baskets are filled with Seder plates and ceremonial foods and wine. Passover is not a federal holiday in the United States. However, some Jewish businesses and organizations may be closed or offer a reduced level of service over the Passover period.

<http://www.timeanddate.com/holidays/us/first-day-of-passover>

<http://www.aish.com/h/pes/>

April 5, 2015

Easter

Many churches hold special services on Easter Sunday, which celebrate Jesus Christ's resurrection after his crucifixion. Easter Sunday is not a federal holiday but a number of stores are closed in

Continued on next page

HOLIDAYS Continued

many parts of the US and if they are open, they may have limited trading hours. In some cities, public transit systems usually run their regular Sunday schedule, but it is best to check with the local transport authorities if any changes will be implemented during Easter Sunday.

In Pagan times, many groups of people organized spring festivals. Many of these celebrated the re-birth of nature, the return the land to fertility and the birth of many young animals. These are the origins of the Easter eggs that we still hunt for and eat. In Christian times, the spring began to be associated with Jesus Christ's crucifixion and resurrection. The crucifixion is remembered on Good Friday and the resurrection is remembered on Easter Sunday. The idea of the resurrection joined with the ideas of re-birth in Pagan beliefs.

For people with strong Christian beliefs,

the cross that Jesus was crucified on and his resurrection are important symbols of the period around Easter. Other symbols of Easter include real eggs or eggs manufactured from a range of materials, nests, lambs and rabbits or hares. Sometimes these symbols are combined, for example, in candy models of rabbits with nests full of eggs. Eggs, rabbits, hares and young animals are thought to represent the re-birth and return to fertility of nature in the spring.

<http://www.timeanddate.com/holidays/us/easter-sunday>

<https://www.teachervision.com/teacher-resources/6614.html>

April 13, 2015

Thomas Jefferson Birthday

The birthday of Thomas Jefferson, who was the United States' third president,

is an annual national legal observance on April 13. He was the principal author of the U.S. Declaration of Independence and is known as one of the country's founding fathers.

Thomas Jefferson was born in Shadwell, Virginia, on April 13, 1743. He played a key role in shaping American politics and drafted the United States' Declaration of Independence. He was the nation's first secretary of state, second vice-president, and third president. He was strongly against oppressive governments and believed in freedom of speech and religion. He died at Monticello, Virginia, on July 4, 1826.

<http://www.timeanddate.com/holidays/us/thomas-jefferson-birthday>

<http://www.monticello.org/site/visit/events/jeffersons-birthday-celebration>

Teaching Christianly

Faith, Math, and Science: Another Look

by John Van Dyk, Ph.D.

What does our Christian faith have to do with mathematics and science? The standard answer is: very little, if anything at all. Math and science, don't you know, deal with publicly accepted facts; faith is a personal, individual matter. It belongs to a separate realm of private religion. That $2+2=4$ is not disputed. But whether God is three or one remains a controversial issue. Faith, in sum, best be kept out of math. Hasn't religion caused enough trouble already?

When my children were small and learning to count, I would ask them: Do you think that tomorrow $2+2$ might be 5 instead of 4? Of course not, they would respond, $2+2$ is always 4. I pressed them a bit: How do you know? How can you be so sure? Growing up in a Christian family and attending a Christian school, they would say: Because God made it so.

The truth is, of course, that even such facts as $2+2=4$ are not free from beliefs and assumptions. For one thing, there is the belief *in* regularity. Mathematical axioms are rooted in such a belief. Not only do we believe in regularity, we also hold beliefs *about* regularity. Where does such regularity come from? From God, my children said. Pressing them further, they would likely agree with the claim that $2+2=4$ is a discovery. We discover the regularity. And they take the next step: God made it so.

Others, however, believe that math is not a discovery but a human invention. We know that $2+2$ is always 4 because that's how our mind works. Mathematical calculations, they believe, are but products of human ingenuity. Note that this position, too, like that of my children, is based on faith.

Let's extend this discussion into the world of science, specifically the area of botany. Now that I'm retired, I have the opportunity to do what I've always wanted to do full-time, but only practiced as an occasional hobby: engage in the study of plants. Currently I volunteer as an amateur botanist at a nearby wildlife refuge. My assignment is to survey, catalog, and photograph the flora. So the question recurs:

What does faith have to do with my task of identifying and describing grasses, sedges, trees and wildflowers?

Some of my secular (professional) botanist friends answer: nothing at all. Plants don't pray. They don't sing hymns. Praying and singing hymns is what you do in church. Out in the field, we botanists examine and measure the spikelets of a grass, the twigs of a tree, and the stamens of a flower. All scientific stuff.

But as a Christian botanist I see things differently. I begin with the words of Jesus: "Behold the lilies in the field! Not even Solomon in all his splendor was dressed like one of these!" (Luke 12:27). And note: The Lord clothes not only the lovely lilies, but even the lowly grass (vs. 28).

The reference to grass impresses me, for, if truth be told, grasses and sedges are among my favorite plants. More than 160 species of sedges and grasses grow in the wildlife refuge where I work. Each one of them is wondrously knit together. Though they may look alike, they all differ from each other, each one identifiable by a set of diagnostic characters. Their blooms are a marvel to behold, if you look closely.

When I look at a grass, sedge, tree, or wildflower, I see a thumb print of God himself. "Ha," my secular friend will say, "now you are bringing religion into science. Divine thumb prints? Your imagination is running wild! Your faith is acting up!"

But I ask: What do you see when you look at a lily in the field? Do you see one of God's creatures, clothed by the Creator Himself? Or is all you see just a physical structure consisting of stem, leaves and an inflorescence, nothing but a product of evolution?

Yes, I agree, it takes an act of faith to see a lily's divine garment. But it also requires an act of faith, equally strong, to see nothing but a scientific object. Either way, faith cannot be avoided. The question is not: Do we bring faith into our botanical observations? The question is: What *kind* of faith controls what we see?

Christian teachers want to make sure that their students are not fooled by claims about presumed scientifically objective facts. Such pretended facts do not exist. Facts are always viewed and interpreted through the eyes of some kind of faith. No one can escape dependence on faith of one sort or another.

By alerting our students to the active, operational reality of faith, we can encourage them to consider the kind of faith that makes a difference: a saving faith that acknowledges that, ultimately, all other kinds of faith end up as foolishness.



Dr. John Van Dyk is senior member at Seattle-based Alta Vista Educational Services. He works from out of his home in Marion, Illinois. John is much involved in staff development and teacher training programs in various parts of the world.



Technology in the Classroom

School districts have made great strides to supply teachers with some form of large screen projection. A variety of interactive boards have been installed in all types from SMARTboards, Promethean boards, Mimios and more while even some classroom now have high-definition TVs for projection and Apple TVs for the students to project their iPads and other devices. Even if you do not have one of these fancy devices, most classrooms have a projector or way to borrow one. The purpose of these boards and projectors are to focus the class on the content being delivered and to engage students more effectively. This intention is great, however a trend that I am seeing as I visit hundreds of classrooms and teachers across our country is that we have placed our teachers as the "sage on the stage" more prominently.

An alternative to the interactive board or projector is to redesign the classroom. Use the projection area sparingly (*we do have to teach!*) and then design stations of activities with the projection system as one of the stations. Placing a small group of students at the interactive board to perform a learning task increases learning and understanding much more than passively receiving information even if it is

large screen. Elementary teachers understand the benefits of centers at an early age. Stations gives us the opportunity to let every student use equipment that is limited. If you only have access to just a few student devices, stations are the way to give everyone a chance. Middle school and high school teachers are less likely to have stations in their classrooms due to the pressure to cover so much content within their pacing guide, yet stations give students the ability to go deeper with activities and cooperative team work to assist with misunderstandings.

Let's look at a simple station scenario that can be adapted to any level, any subject area. The middle school 8th grade math teacher needs to cover a geometry unit on circumference. There are four main concepts that need to be covered: understanding the formula, applying the formula to a real world scenario, practicing the formula and using manipulatives to demonstrate the area of a circumference. Stations are created with one interactive whiteboard, four student stations or devices, and a set of geometric manipulatives.

- In station 1, the students use a software program on the interactive board (or projector) to move circles, angles and calculations to guess and prove the exact measure of the circumference. All experiments are recorded for later review by peers.

Continued on page 30



Legally Speaking

by Forrest Turpen

January 16, National Religious Freedom Day

You have an amazing classroom opportunity for your students to acknowledge and understand the importance of why our nation celebrates, "National Religious Freedom Day." Historically, the day can be traced first to the Virginia General Assembly's adoption of Thomas Jefferson's Statute for Religious Freedom dated January 16, 1786.

This document was the basis for the "establishment clause" leading to freedom of religion for all Americans as protected in the religion clause as stated in the U.S. Constitution's First Amendment. There are numerous reasons for calling religious freedom, **America's first freedom!**

The first ten amendments to the U.S. Constitution, "The Bill of Rights" begins with Amendment I: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for redress of grievances."

From the Congressional Record of the 102nd Congress, 1991-1992, the House of Representatives voted to establish "Religious Freedom Day" on June 25, 1992. (HJRes. 457) Commentary from this record states in part, "Religious freedom is a right that many Americans take for granted. Yet it was for a lack of this basic right that many of our forefathers left their home countries. Indeed, millions of people since have come to our Nation in order to flee religious persecution. In the United States, they have found a constitution, which guarantees religious liberty as set forth in the first amendment."

As the gentleman from Virginia said, one of the early influences on the establishment of religious freedom was a bill offered by Thomas Jefferson, entitled, 'A Bill for Establishing Religious Freedom in Virginia' which guaranteed freedom of conscience and separation of church and state. This bill, which became law in Virginia on January 16, 1786, gave the natural right of religion precedence over the interests of the State. This early Virginia statute has been widely recognized for its important influence in the development of the Bill of Rights.

This resolution before us today is important as it recognizes the rich religious mosaic that composes our Nation and the importance of maintaining the right of all individuals to worship as they choose. It is also fitting that the day designated, January 16, is the day on which the Jeffersonian bill was adopted by the Virginia Assembly.

Whereas America's First Freedom Center, located in Richmond, Virginia, plans a permanent monument to the Statute of Virginia for "Religious Freedom Day", and the President is authorized and requested to issue a proclamation calling on the people of the United States to join together to celebrate their religious freedom and to observe the day with appropriate ceremonies and activities.

For more information go to America's First Freedom Center's link to find the document and related items.

<http://www.firstfreedom.org/wp-content/uploads/2014/09/1993.pdf> or <http://www.firstfreedom.org>

Please see the first Presidential Proclamation on page 32 which is appropriate to duplicate and use in the classroom. You could teach about this day in several ways; by asking pertinent questions, having students engage in age-appropriate research and related topics from other documents.



with Judy Turpen

2015 will be a milestone year for me. First, in July, I will celebrate 50 years as a Christian. Fifty years of prayer, Bible study, attending church, being a member of a small group most of those years and serving Him. Fifty

years of trusting God through the good, the bad, and the ugly.

Also, in July 2015 Forrest and I celebrate 52 years of marriage, four children, ten grandchildren and seven great-grandchildren. And, I will celebrate my 75th birthday.

And, finally, my role as managing editor of *Teachers of Vision* magazine will come to an end with the Spring issue. I have served in one capacity or another with TOV for more than twenty years. It was a difficult decision to turn over the reigns to someone else when your heart and soul is doing something you enjoy so much.

I served with former editors Anita Smith, Ranelda Hunsicker and Denise Trippett and learned the role of magazine layout, editing and all that goes into the preparation of an educational magazine we are proud to offer members. CEAI has been blessed by the firm Doctorian Productions and our lead graphic and design person Hovsep Yergatian as he makes us look good with each issue.

However, as the Song of Solomon expresses, there is a time and a season for everything under the sun. After praying and seeking God's will for the past year, I believe the time has come for me to retire. Lord willing, I will continue the column, "In the School of Prayer," at least for another school year.

I began serving as a volunteer with Christian Educators Association in 1984 in a variety of roles. I assisted, then executive director and my husband, Forrest, in a variety of ways. One of the ways was as prayer coordinator for CEAI. It was a privilege to pray for and with members over the 30 plus years of service, first as a volunteer and then as a member of the staff.

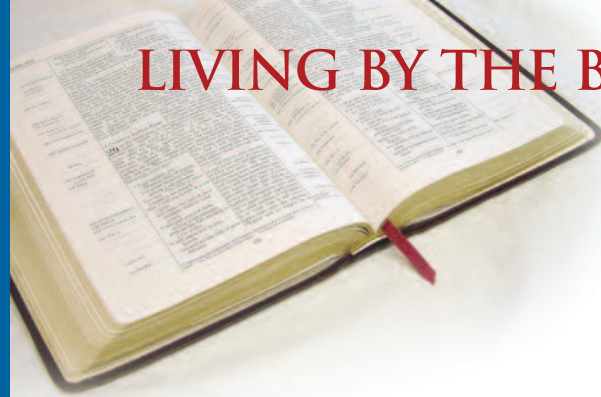
I was asked to serve on America's National Prayer Committee and as a member of the Advisory Board of the National Day of Prayer. I was blessed to partner with "giants of prayer" across our nation. One of my greatest joys and thrills was having breakfast at the White House with George H.W. and Mrs. Barbara Bush! The prayer committee was invited to meet them and dine with them prior to the activities of the National Day of Prayer.

Other duties included both clerical and administrative tasks. I witnessed CEAI increase from twelve-hundred members to more than seven thousand. It was a privilege to work along side Forrest planning and implementing national and regional conventions with some of our nation's great Christian speakers both in education and elected and appointed positions.

It is impossible to thank all those who have influenced us in our journey, however, there are several I want to thank:

- Our wonderful TOV writers
- My boss, Finn Laursen
- His administrative assistant, Doreen and Ohio staff
- CEAI Reps I've worked with for 30 years
- My former boss and husband, Forrest

Lastly, the Lord has blessed me and you, the reader, with a new, talented managing editor in Dawn Molnar. She may be reached at: tov@ceai.org



by Vernal Lind

"Joe is an outstanding student. He always asks questions, and he's eager and willing to learn." We've made statements like this about students who stand out. It is attitude, followed by action that makes a difference.

Perhaps we need to examine our own faith journey and our relationship with the Lord. We might ask: Do I have a good attitude? Am I a good student and listener when God might be telling me something? Am I truly open to God's leading?

Once again, imagine you are with some of the great people of the Bible. What can we learn from Joseph, Caleb, Joshua, Isaiah, and others? These giants of the faith had the right attitude and were available for God to use. We need to come before the Lord and do a careful examination. Confession is good.

This might be the right time for an attitude adjustment.

- **A FIRST LOOK.** From time to time, we need to examine what faith is all about. What about our attitude and faith as we approach the Lord?
 - Hebrews 11:1-12. Faith takes us far beyond the classroom.
 - Luke 18:9-14. Is my attitude like the Pharisee or the tax collector?
 - Hebrews 4:12-13. Let the Word of God go to work.
 - Romans 10:3-21 (Note v. 17). Hearing God's Word leads to faith—and deeper faith.
 - Psalms 119:105-112. God's Word is a faithful guide.
 - Philippians 4:10-20 (Note v. 19). The Lord meets all our needs.

- **RIGHT ATTITUDES AND CONNECTIONS.** We must keep God in mind at all times and in all places.
 - Genesis 39. God honors the trustworthy—whether in high places or the classroom.
 - Genesis 50:15-21 (Note v. 20). Look for God's bigger plan.
 - Numbers 13:13-33 (Note v. 30). Be a Caleb and believe God's strength and direction.
 - Joshua 14:6-15. Caleb's belief and actions were recognized.
 - Joshua 1 (Note v. 6). Be strong because you are in charge of the classroom.
 - Joshua 4. Remember always what God has done in your classroom and life.
 - Joshua 14:15-28 (Note v. 15). Focus on see the Lord first in the classroom.
 - Isaiah 6. Look at Isaiah's humility before God and his answer.
 - Isaiah 26 (Note v. 3). In the midst of tough teaching times, God bring peace.
 - Isaiah 46 (Note v. 4). God is faithful at all times.
 - II Chronicles 1. Take Solomon's example: ask for wisdom.
 - II Chronicles 7:11-22. (Note v. 14) Pray for country and classrooms.
 - Jeremiah 1. Be strong in the Lord no matter what happens.
 - Jeremiah 29. (Note v. 11) Even in tough times, God's plan is good.

- **ACTION.** A strong faith attitude means a teacher acts and moves forward.
 - Reminder: A teacher affects eternity.
 - Ezra 1. Watch for the right times to act.
 - Nehemiah 1. Pray before taking action.
 - Nehemiah 3. Build carefully in the classroom.
 - Nehemiah 6:1-14 Be aware of opposition. Don't be surprised. Keep going.
 - Nehemiah 8. Know the law and its implications.
 - (You may wish to read Nehemiah completely and consider implications today.)

Almighty God, I confess my bad attitudes and lack of faith. Strengthen my faith and "renew a right spirit within me." In Jesus Name. Amen.

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Job title/position _____

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DIRECT TO YOU

Continued from page 2

rights. Keep in mind that their superintendent had signed the agreement to make the ACLU go away, and now we were bringing them back into the court. This time it was the ACLU and the district against CEAL and some individual teachers that were not ashamed of the Gospel and willing to fight those opposed to the freedoms others enjoyed in public schools across the nation. I remember one of our members who cried on the stand as she told of being at a sporting event as a parent when her son was injured. She ran to comfort him realizing once she got there, the decree made it illegal to pray for her injured son.

Just in case some employees did not take the restrictions seriously, the ACLU charged one of our members with contempt and we had to defend her in federal court as she faced the potential of jail time for what the ACLU claimed were serious charges against her. She had been at an awards banquet off school grounds at an event not sponsored by the district, but included many school employees. When it came time to say grace, she was befuddled. Quite frankly, she had not been given enough clarity on her restrictions to be sure if she was allowed to pray so she elbowed her husband and asked him to pray as he was not a school employee. That's right! That elbow and encouragement to pray got her in

front of the judge and sent fear down the spine of other believers not wanting to face the wrath of a federal judge for simply living as a believer in what they had, until this time, believed to be the land of the free.

This court action and others surrounding this case brought many to their knees in prayer, and every day as we walked into the courthouse, we saw fellow believers demonstrating across the street, praying, and singing songs of praise as we faced the challenges in the courtroom.

Although our battle did not end with the consent decree being totally thrown out, it was amended to retain the First Amendment rights to the educators and support staff in the Santa Rosa District.

I had never imagined myself in a courtroom facing a federal judge and the ire of an ACLU attorney. After all, I am merely an educator and a man of faith, not wanting to cause anyone harm. Yet taking on the boldness, courage, and daring that I believe was provided by the Holy Spirit, we helped set free the employees of a school system that tried to sign away the freedoms for which many have fought and even died.

I would encourage all to be bold, courageous, and daring when it comes to our faith. I encourage us to stand up to those who may appear to be "bigger" than us who might attempt to take away our freedoms. I would encourage all, not to look for a fight, but not be ashamed of the Gospel and to speak out and fight when necessary.

If we do not, who will?

A DINOSAUR IN THE 21ST CENTURY

Continued from page 4

At its best, it serves as a wonderful, constantly evolving resource for your students, and a way to communicate the information you want them to have. Your students, who are NOT dinosaurs and to whom this is second nature, will quickly learn to check your site every day, or every time they have a question or a concern.

Google "teacher websites" and fish for ideas. There are so many very creative teachers who have magnificent websites with ideas you can borrow.

Now, let's talk about that iPad. I certainly don't profess to be anything close to an expert, and am still working out in my mind just how my classroom will work next fall. I'm sure you realize that there are some wonderful Apps out there that you can use in your classroom. But here's a secret: for every single one of them that I've found, I've also been able to download a free user's guide. Just last night, I went to Google and downloaded a user's guide to yet another app that I think I want to use. It's a two page document, and it contains a list of the icons and what they do. That two page document is a gold mine! It enables me to play with the new app and gives me some idea of its capabilities. It guides me as I explore the app and will help me get the best use of it.

I have a number of similar user's guides, each in a page protector in a binder. That binder will be my lifeline next fall, as I try to remember all the wonderful uses for the apps I'll be using. Yes, binders and page protectors are, as my kids would say, "Sooo 1995!" But they work for me. I can't learn to use the technology by watching someone else push buttons. My own learning style demands that I have something in front of me, some sort of notes, to help guide me. Those free downloaded learning guides help me more than I can say.

So there we have it: Three little steps you can take to bring your teaching into the new millennium. An email address, a class website, and a user's guide to any of the programs or apps you're considering using in class.

Dr. Seuss once proclaimed: "The more that you read, the more things you will know. The more that you learn, the more places you'll go." And

he was right, of course. The more our kids learn, and the more we as teachers learn, the more places we'll be able to take our students.



Remember, even some dinosaurs knew how to fly. We owe it to ourselves and to our students to use the technology to teach our kids to soar as well.

Alice lives on Long Island, NY with her husband Peter and three children, Brian, Julia, and Kira. She's been teaching math since 1980. When she's not giving homework, she loves planning trips to Disney World.

STORYTELLING AS A TEACHING TOOL

Continued from page 5

they do what they do. Here's where you, the teller, can embellish the story by adding places, details, dialogue, etc. Visualize the scene in your head – see the people, hear them talk, and incorporate the facts.

5. Now you're ready to tell the story, using storytelling techniques such as expressive use of voice, facial expressions, appropriate body movement and gestures, pause for effect and eye contact!
6. Practice the story to be sure it is told smoothly from beginning to end.

Once you get the "hang of it", creating and telling stories will become easy! You'll soon discover that teaching through storytelling is effective and fun!



Judy is a retired elementary and religious school teacher, published children's author (10 books, 6 plays, over 150 magazine short stories, poems and articles), and a professional storyteller. She has created and directed a Readers' Theatre Troupe who perform at various venues. She is the author of "Not My Time", the story of a Holocaust survivor.

TEACHING WITH PURPOSE AND PROMISE

Continued from page 6

textbook. Ask students for their opinions on various subjects. Go beyond textbooks to challenge and interest.

Education is a form of learning in which the knowledge, skills, and habits are transferred from one generation to another through teaching, training, or research. Today's education takes place under the guidance of parents and teachers. Any experiences that have an effect on the way one thinks, feels, or acts is considered educational.

Teachers play important roles in education. The teacher who is motivated, energetic, successful, and confident shares what she has learned with those who are less learned. He successfully fuels each student's thirst for knowledge. In fact, the teacher, teaching with purpose, brings profoundness to expressions, broadens perspectives, builds improved approaches at looking at life, and prepares students to face the future.



Teaching was the "joy" of Dorothy Rieke's life for 44 years. She says that every student was special even though some required more time, effort, and work. She is now a non-fiction freelance writer and a speaker for the Nebraska Humanities. Her subjects are "Nebraska Farm Families during the Great Depression" and "Ghosts, Goblins, and Ghouls."

MASTERING TEAM WORK IN MATH AND BEYOND

Continued from page 7

your students' math abilities, but their teamwork skills, as well. One of the best ways to accomplish this is with inter/intra group challenges. In the first part, students create below level, on level, and above level math problems to challenge the other groups in the room. Teams must not only create the problems, but must have detailed solutions available if the problem stumps the other groups. Once students are no longer just trying to "conquer" a given problem, but are actually creating something, the stress level drops and they are free to enjoy the entire process and understand it in a new light. With a little practice, you will find even those students who absolutely struggled with a given math concept begin to understand it as they not only create a complicated problem, but totally understand how all the pieces fit together. While this can further strengthen the ties of a team, the second part of the exercise strengthens the team members - themselves. Anyone can point out a problem or weakness - which has no value in the job world our students' will eventually be entering. Instead employers are looking for problem solvers. This ability can be further divided into those who look outward for solutions and those who look inward. The person who can find solutions within the existing corporate structure will have a decided advantage as using existing resources will give the company a greater return on their investment. In both schools and business these translates into greater successes with greater efficiency.

The next set of challenges is from one team member to their fellow team members. The same rules apply - each member is randomly assigned another group member. They create a problem that challenges their assigned member while still remaining within their current skill set. The idea is to challenge them, yet keep success within reach. The result is as the challenged team

member's skills grow, so does the ability of the whole team. Even better teams learn to lean on each other to solve problems and to evolve. Innovation is essential whether you are producing a better product, service, or method to teach. The only way to truly embrace innovation is looking for new ways to out think, outperform, or out produce your competition. By challenging other groups students learn how to not only make their group shine, but learn to function at a much higher level as they do so.

Once our students leave the safety of our classrooms, they find themselves thrust into a world where their grades no longer matter. However, by teaching them how to function effectively in teams, we can supply them with the skills needed to succeed regardless of where their dreams and aspirations take them.



CM Havens is a veteran middle school teacher in Brooklyn, NY. He frequently writes about education and child development. Mr. Havens is committed to the belief that every child can learn.

ANSWERING A CALL TO GRADUATE FULLY LITERATE STUDENTS

Continued from page 8

devotional teacher-led prayers and daily Bible readings that are not a part of a secular program of academic studies, the Court expressly stated:

"It might well be said that one's education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historic qualities. Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be effected consistently with the First Amendment."

The lack of Biblical literacy skills among high school students has prompted me to devote my present and future years of retirement to providing academic initiatives and resources for Biblical literacy that will help close this educational breach on many public school campuses. I plan to provide academic resources for teachers and students (grades seven through twelve) in the forms of lesson plans, after-school Bible literacy activities, vocabulary worksheets, "life skills" writing prompts from the Book of Proverbs, along with preliminary outlines, Bible Bowl tournaments study guides, and professional academic development workshops/seminars. For more information, please visit my website: Academic Initiatives for Biblical Literacy (AIBL) at: www.AIBL.info or e-mail: wilmaforeman@yahoo.com.



Wilma is a retired professional secondary public educator and continued servant leader. She believes that within a community of learners, as a teacher she had an ethical responsibility to fulfill her duties to God and to His children for the general welfare of the entire society.

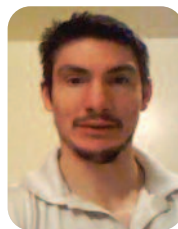
APPLYING SITUATIONAL AND TRANSFORMATIONAL LEADERSHIP IN THE CLASSROOM | Continued from page 9

confidence to complete course work adequately, require supportive behaviors from educators. Teachers should focus on providing strong relational support and assigning fewer tasks for these individuals. Instructors can be supportive by actively listening, and acknowledging individual's feelings surrounding the issues they are having. Increasing the self-confidence of students can be accomplished by teachers who apply verbal encouragement and allow individuals to practice their skills independently. Once individuals can confidently demonstrate their abilities and have become experts in the classroom, teachers should delegate the responsibility for continued learning to the student. Educators mainly need to monitor the performance of expert-level students and only provide minimal task and relationship support. Instructors collaborate with students at this level in deciding daily activities, while individuals are empowered to plan and complete tasks on their own. Teachers can properly facilitate the delegation of students by asking for and supplying any required materials.

Conclusion

Educators can sufficiently be equipped with effective guidelines for working with the challenging developmental and emotional needs of high school students by using a combination of TL and SLT. Entering the classroom with a motivating presence, actively

listening to the student's concerns, representing high moral values, and stimulating students intellectually are general behaviors within TL which teachers can utilize to facilitate a positive learning environment. Directing through assigning tasks for beginners, coaching for helping individuals with moderate ability through challenges, being supportive of highly skilled students who lack confidence, and applying delegation for expert-level pupils are four behavioral styles teachers can use dynamically for adapting to students at different skill levels. The goal of leading and providing students with essential skills for transitioning into adult life during the last four years of their formal education is achievable by balancing task, relational, and emotional support and can have a lasting impact on the lives of individual's in all future endeavors they engage in.



Andrew Gazley earned a Master of Arts in Leadership from City University of Seattle. He has a Bachelor of Science in Interdisciplinary Social Sciences from Central Washington University. He enjoys exercise, reading, writing and listening to faith-based music.

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EXTRAORDINARY EXPECTATIONS

Continued from page 11

people, a desire to see His love and truth transform our schools, and the vision that something special is happening among us, with even greater things to come. CEAI is merely the vehicle God is using to bring us together to do what He already wanted us to do.

In Acts 4, when the crowd of people saw the courage of Peter and John, and saw they were ordinary people, they realized the power must have come from God and not from men. They were ordinary people who did extraordinary things because of the power of God, and their strong beliefs in what He was able to do. My hope in sharing this story is not to gain notoriety for our town, it only has one stop light, or notoriety for me, because I am the definition of common. My hope is that other school districts can realize the potential they have to transform their own school with God's love and truth. That work begins and ends with us as laity. Just like Jesus depended on those few disciples to go out and make disciples, He needs Christian teachers to do the same. People say daily, "They should've never taken God out of the schools." If He is in you, then He is still there. I believe God's Word says, "Greater is he that is in me, than he that is in the world." We are all ordinary men and women, but we have an extraordinary God. Expect something extraordinary and do whatever it takes to make it happen.

If you live and work in a school district where you believe God can do similar things, please email info@ceai.org or call toll-free 1-888-798-1124 for more information.



Tim is a husband, father, public school principal, and an ordained elder in the Church of the Nazarene. He is an adjunct professor at a Christian university. He has won numerous awards including Excellence in Teaching Award and Educator of the Year. He lives in Kentucky.

THE AMAZING SOCIAL MEDIA

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We are a society as technologically connected as we have ever been. It does not mean we need to let our learners be consumed by technology all day. We simply have to take advantage of the greatest benefits social media can bring. We can only accomplish this by setting standards and providing a structured supervised learning environment that will motivate students to learn. In the future, students will only become more immersed in technology, and it is the educators' task to keep up. It is difficult to play the catch up game, but it has to be done. It should be the educator, like always, adapting to students' needs. Starting with social media is one of many ways. Yes, our future leaders are lost in cyber space, so teachers also need to be ensure our educational system will not fall behind.

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Becky Navarro is a fourth grade teacher at Kennedy-Zapata Elementary School in Laredo, Texas. She has taught eight years and has seen a visible pattern shift in technology usage in the classrooms. As a result, she earned a Master of Education degree in instructional technology from Sam Houston State University. She says social media sites like Facebook, Twitter, and Instagram have changed communication as we once knew it, and its effects are finding their way into mainstream classrooms on a global scale.

INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH VISUAL IMPAIRMENTS

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devices and make content available to students. For more in-depth curriculum, contact the publishers to determine if they provide an audio format of your curriculum. For timely conversion of handouts (i.e., print to audio), schools may consider the purchase of a ClearReader+² from Optelec.

- **Large print handouts:** Some students will need a slight adjustment in font size, while others may need the font size significantly enlarged. In either case, this can be achieved by simply enlarging the font size in a word-processed document or making the adjustment on a copy machine.
- **Copies of PowerPoint presentations:** Hard copies of presentations allow students with visual impairments to have access to projected images in tandem with the ability to follow along with the class. When printing out Power Point presentations, teachers have the option to print varying numbers of slides per page. Similar to the font size options above, some students may require one slide per page, while others, with magnification, can read three slides per page.
- **Preferential seating:** Allow students to sit in the front row, close to screens, or in areas with the best lighting.
- **Additional time on assignments and exams:** A general rule is to give students who read Braille twice as much time for assignments and exams, and time and a half for those who read regular or large print (Vaughn, Bos, & Schumm, 2011). I encourage teachers to be flexible when considering this “general rule” because, as with non-visually impaired students, the reading and comprehension levels of visually impaired students vary.
- **Determine the most beneficial color contrast:** When using dry erase markers, consider the color contrast. Limit or avoid using lighter colors such as yellow, pink, and light blue.

Most importantly, teachers should understand the nature of the child’s impairment and not focus on the deficit within the student; rather, systematically structure their classroom environment in a manner that will allow students with visual impairments to experience academic success while being part of the learning community. Jesus took time to attend to Bartimaeus, the blind man (Mark 10:46-52), even when others were sternly warning Bartimaeus to be quiet (v. 48). Jesus’ modeling of mercy to Bartimaeus, inspires me to be attentive to the individual needs of my students, and in particular, those with visual impairments.



Dr. Denise P. Reid has a passion to ensure students with disabilities, at all levels, have equal access to quality education. Professionally, Dr. Reid has a PhD in Education with an emphasis in Disability Studies and nearly three decades of working with and providing educational accommodations to students with disabilities.

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ON STORIES AND WITNESSES, SUFFERING AND HEALING

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the source of the potency of their stories. Through their stories, the ill create empathic bonds between themselves and their listeners. . . . Because stories can heal, the wounded healer and wounded storyteller are not separate, but are different aspects of the same figure.”⁸

In considering these propositions, I ask the reader to reflect on the extraordinary organ that is the human brain. Now focus on the popular phrase in educational circles describing people as having “different learning styles,” and by extension “different story telling styles.” I am certain they do, but more significantly we possess different brains that yield these noticeably different styles. Some people’s brains are dominated by rational thought. In listening to their stories one discerns barely a hint of emotion. Others, in contrast, recount stories dripping with feelings. It is almost as though the idea of an idea is an anathema to them. And still others come forth with stories generated from their unique styles of thinking and feeling, or should I say “finking” and “theeling.”

Sadly, many of us in the counseling and education businesses often fail to honor the styles or more precisely the manner in which a particular child’s unique brain operates. Sometimes we don’t know what to make of children who think outside the box, or inside the box, or perhaps in a land without boxes. Or perhaps it strikes us that they aren’t thinking at all. It is as if we have established a gold standard of how a response is to emerge, a brain is meant to function, or a story is to be composed if it is to earn an honors grade. Hence, too often we teachers and counselors fail to honor the scenes and themes of a narrative and thereby the teller of the narrative as well, which means we may have destroyed forever any possibility of genuinely connecting with a particular child. Then again, sometimes we are so stirred by a story we feel compelled to move closer to someone (and perhaps to ourselves as well) than ever we would have imagined, even if they fink and theel differently than we do. So it is that we discover that in the telling and witnessing of the story both of us have been transformed. At very least we find ourselves telling slightly different stories than we had in the past and possibly too, finking and theeling differently, all of which implies we remain open to varieties of people whose stories we either never encountered or perhaps to which we chose never to attend. Either way we have taken a stand not to waste suffering, to become, as Mary Craig hoped for us, “the real persons lying dormant within us,” and assume with the other an attitude that permits us, healers and sufferers alike, to emerge as nothing more than what Frank described as “different aspects of the same figure.”



Thomas J. Cottle is a sociologist and licensed clinical psychologist. Thomas J. Cottle is Professor Emeritus of Counseling Psychology and Human Development at Boston University. In addition to many papers delivered at conferences, he is the author of more than thirty books, published in several languages, and almost six hundred articles, essays, and reviews. His books include, Hardest Times: The Trauma of Long Term Unemployment. He has numerous educational honors.

⁸Arthur Frank, *The Wounded Storyteller*. Chicago: University of Chicago Press, 1997, Page xii. Cited in Jeffrey Berman, *Empathic Teaching: Education for Life*. Amherst, MA: University of Massachusetts Press, 2004, page 372.

HOW SUBSTITUTE TEACHING TAUGHT ME TO SURVIVE IN THE WILD

Continued from page 18

Issue statements with confidence and finality. Sense and truth matter less than form and attitude. Assume authority before the pack has a chance to consider alternatives. Use friendliness judiciously. As in other packs, size matters. In elementary schools and even middle schools, this will work to your advantage. Most small Students will still respond moderately submissively to a full-sized Substitute until about age nine. Between the ages of nine and 12, size will need to be combined with an increased level of ferocity. In the teenage wasteland of high school, ferocity and coolness combined will be your tools.

Be suspicious of the ambitious beta, gamma, delta, and other similarly socially-ranked Students – they will be looking for subversive ways to undermine you. When you catch them, show no mercy.

Fear is weakness.

Many internal emotional states can seriously compromise your chances of a successful venture. Fear is most deadly. Also risky are indecision, unpreparedness, mercy, trust, a soft voice, and caring about people. Do not be deceived by the seemingly innocuous nature of some of these terms. You must always remember that civilized definitions do not apply. If you are unable to muster any actual bravery, decisiveness, etc., brush up on your acting skills. Being strong is always better than just acting strong, but acting strong is better than being honest.

A corollary: Weakness is death. There is no surer path toward your own destruction than to admit a limitation or flaw in any way. The weak are culled from the herd and picked off by stronger predators. Never forget that there's always someone coveting your position in the pack, waiting for an opportunity to draw malicious but accurate caricatures of you on the chalkboard.

Be guarded with those who have gone native.

On occasion you may find, before the Student packs invade, that you have an opportunity to meet one of your own – another Substitute Teacher. Be careful in these moments; it may have gone native. This will be indicated by a vacant-ness of expression or an inexplicable cheerfulness along with a slowed reaction time and a puzzling enjoyment of school lunch. Avoid those who fall into this category. You don't want them to suck you in. Remember your home and be strong.

Choose your watering hole carefully.

That teachers' lounge you see in the distance is just a mirage. You only think it will be a respite from the struggle, an eye in the storm, a Christmas Eve cease-fire in the trenches. If you go there you will find only a taller, more articulate pack, in which you cannot gain dominance or even acceptance. In this pack you will find you are nothing more than the runt, a barely acknowledged subordinate.

The cafeteria is even less appealing for its proximity to the Student packs, as well as the implication that you must continue to preside over your particular pack while you're present.

Find a solitary place. Sit with your back to the wall and rest in relative safety. It's the only peace you will have for some time.

When you have been able to fully internalize these precepts, which I'm sad to say only comes with some measure of personal experience, you will have learned how to endure – perhaps even to thrive – in any hostile environment, the hallmark of every good survivalist. Though

firmly embedding this knowledge in your consciousness will give you an immense advantage when starting out, hazarding into this world will leave you marked; that much you can count on. My own first foray into this feral existence was as an elementary school Substitute Music Teacher many years ago. I can tell you with astonishing certainty that there are 19 verses to “There’s a Hole in My Bucket” and I have all of them tattooed across the scar-striped surface of my soul. Oh, yes, you will be marked. But if you *live*, if you live, you will indeed have been made stronger by that which could not kill you.

Venture forth, my friends, into this or any untamed wilderness if you must, and take comfort in the fact that you're just passing through. Remember the lessons you learned here. The life you save may be your own.



Courtney Brown has been varying combinations of writer and educator for the past ten years. Her work has appeared in play festivals, local publications, and the margins of countless student papers. She currently lives in Florida where the sunshine helps her forget that she is also a recovering substitute teacher.

TECHNOLOGY IN THE CLASSROOM

Continued from page 23

- Station 2 is a paper and pencil area for the math textbook lesson on circumference.
- Station 3 the students are viewing a math video about circles in the business, sports and home environment. Students will mine the video for proofs and apply the circumference formula.
- Station 4 is a geometric manipulative area where the students must prove the formula through estimation and experimentation.

These four stations utilize very little technology equipment. Stations take the interactive whiteboard or projector from the center of attention to a tool of learning and gets those classroom manipulatives out of the closet and into the hands of the students while giving the students time to complete their math homework during class time.

Stations can be managed using strict rotational times (x minutes at each station or a few days) or one station a day. Station activities can also be duplicated to have small groups. For instance, if you have four activities, create eight. This spreads the number of student around the room more. An alternative to timed rotational stations is a free-flow method. Students begin at an assigned station, but move to an “open” station when there is one available. This works very well at the high school level and can be easily monitored with a rubric of expectations. In this case, tripling the four activities give many “open” stations and the students can move more freely and are more apt to do quality work over timed activities they rush through.

Making an effort to get the technology in the hands of students is the most effective way to increase student engagement and learning. If you are fortunate enough to have interactive boards, projectors, devices or even students who bring their own device (BYOD), station activities makes the class period fly by and is something the students are grateful for. Give stations are try this year.

As always, I am
Ubiquitously yours,
Karen C. Seddon



Karen C. Seddon is CEAI's state director for Florida. She writes a weekly technology newsletter/blog called “tuesdays with Karen” and is the founder of e-Cubed, an instructional technology service to encourage, equip and empower teachers with creative technology. Her website, blog and newsletter can be found at her website www.ecubedcreative.com.

TODAY'S LESSON

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Celebrate

"Religious Freedom Day"

January 16, 2015.

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AND/OR POST IN YOUR CLASSROOM.



Religious Freedom Day, 1993

By the President of the United States of America

A Proclamation

We Americans have long cherished our identity as one Nation under God. To this day American law and institutions have been shaped by a view of man that recognizes the inherent rights and dignity of individuals. The Framers of our Government shared this view, and they never forgot the political and religious persecution that had forced their ancestors to flee Europe. Thus, it is not surprising that the first of all freedoms enumerated in our Bill of Rights is freedom of religion. The first amendment to our Constitution states that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof."

As we reflect on our Constitution and Bill of Rights, we do well to acknowledge our debt to Thomas Jefferson and James Madison. These two men were instrumental in establishing the American tradition of religious liberty and tolerance. Thomas Jefferson articulated the idea of religious liberty in his 1777 draft Bill for Establishing Religious Freedom in Virginia. In that bill, he wrote:

. . . all men shall be free to profess, and by argument to maintain, their opinion in matters of religion, and that the same shall in no wise . . . affect their civil capacities.

James Madison later introduced and championed this bill in the Virginia House of Delegates, where it passed in 1786. Following the Federal Constitutional Convention of 1787, James Madison led the way in drafting our Bill of Rights.

The religious freedom that James Madison and Thomas Jefferson helped to secure for us has been integral to the preservation and development of the United States. Over the years the exercise of our religious freedom has been instrumental in preserving the faith and the traditional values that are this Nation's greatest strengths. Moreover, the free exercise of religion goes hand in hand with the preservation of our other rights. As Thomas Jefferson noted, the first amendment "guard[s] in the same sentence, and under the same words, the freedom of religion, of speech, and of the press; inasmuch as that whatever violates either throws down the sanctuary which covers the others." That sanctuary is the spirit of life, liberty, truth, and justice.

In that spirit, the United States has continued to champion religious liberty and tolerance around the world. We decry as reprehensible the persecution of ethnic and religious minorities, and we likewise condemn the resurgence of anti-Semitism and other forms of religious bigotry. The United States calls on all nations to respect the fundamental rights of individuals, in accordance with international human rights agreements and in recognition of the direct and inexorable relationship between freedom and justice and the achievement of lasting peace in the world.

The Congress, by House Joint Resolution 457, has designated January 16, 1993, as "Religious Freedom Day" and has requested the President to issue a proclamation in observance of this day.

NOW, THEREFORE, I, GEORGE BUSH, President of the United States of America, do hereby proclaim January 16, 1993, as Religious Freedom Day. I urge all Americans to observe this day with appropriate ceremonies and activities in their homes, schools, and places of worship as an expression of our gratitude for the blessings of liberty and as a sign of our resolve to protect and preserve them.

IN WITNESS WHEREOF, I have hereunto set my hand this ninth day of December, in the year of our Lord nineteen hundred and ninety-two, and of the Independence of the United States of America the two hundred and seventeenth.

George W. Bush