

The Importance of Developing an Individualized Education Plan for Each Teacher—Part II

by Cathy Dotson, Ed.D.

This article is a continuation from Part I which can be downloaded [here](#).

How to Create a Teacher IEP

As noted by Newmann (1999), “Change in education comes only when teachers are helped to change themselves” (p. 294). Teachers can develop a growth plan for themselves with the help of the principal and data. According to Fogarty and Pete (2007), “the individualized plan becomes a package of growth and development tailored suitably to the talents and skills of the individual person” (p. 39). The growth plan can consist of coaching by a veteran teacher, observing other faculty, reading a book, attending a workshop or seminar, viewing a video, and journaling. Tallerico (2005) listed individualized professional development as one of the models for successful professional development. He believed that “teachers can be trusted to and will learn the most when they shape their own professional development” (p. 39). Through this process, teachers become self-directed lifelong learners. Husby (2005) reminded administrators that “this is a venture to empower adults to develop themselves” (p. 11). She further explained that “we are addressing student achievement and organizational goals by way of creating a cadre of self-directed educators” (p. 19). This vision for teachers’ professional development is congruent with contemporary perspectives on leadership that emphasizes administrator roles as facilitators, supporters, and opportunity creators, rather than controllers or directors (Lambert, 1998; Lindstrom & Speck, 2004).

Once a teacher has been observed and evaluated, a learning agreement can be written between the teacher and principal. The learning agreement is based upon the needs analysis for the teacher. Writing the learning agreement needs to be a collaborative effort between the teacher and administrators. This collaborative effort creates a buy-in opportunity for the teacher. Husby (2005) described the learning plan as “a tool to guide participants through the mental steps of methodically planning for and responding to learning” (p. 21). The agreement or plan provides accountability for the teacher to ensure professional growth. Beitler (2005) listed the following steps to writing a learning agreement: (a) What will be learned? (determine objectives), (b) how will it be learned? (determine resources), (c) how will the learning be documented? (determine documentation method), and (d) how will the learning be evaluated? (determine evaluation method). Beitler believed that individual teachers need to be rewarded for meeting the goals set forth in the learning agreement. He believed that “capturing individual learning is a necessity for converting individual learning into organizational learning” (p. 56).

According to Chafin (2005), the administrator should create an individualized learning plan for each teacher. Chafin stated,

Every teacher requires something different to help him or her meet the needs of students. We all approve of differentiating instruction for students, but sometimes we lose sight of that practice with our teachers and administrators. . . . We need to move beyond just giving our teachers data on what needs to be done and start giving them training on when to switch instructional strategies. And we need to help them develop a whole basket of teaching strategies from which to pick. (pp. 2-3)

LEGISLATIVE NEWS

Universities Warned on Chick-fil-A

A Christian civil liberties organization is warning public universities not to give in to pressure by homosexual activists to retaliate against Chick-fil-A for its pro-family stance by evicting the restaurant from campus. Last Friday, the Alliance Defending Freedom (formerly the Alliance Defense Fund) sent letters to five universities that have been targeted by pro-homosexual groups, specifically West Virginia University, New York University, the University of Southern Mississippi, University of Kansas, and University of Louisville. In a [press release](#), ADF explained that even though it “does not represent Chick-fil-A, it sent the letters on behalf of students, faculty, and organizations who share the same religious beliefs as Chick-fil-A and who often face similar threats of religious discrimination.”

As we previously reported, Chick-fil-A has been attacked by homosexual activists, the media, and some government officials because of some public comments its president, Dan Cathy, made to the media about the Biblical definition of marriage earlier this month. These attacks include demands by homosexual advocacy groups that universities evict Chick-fil-A from campus. The ADF [letters](#), dated August 3, explain that “the First Amendment protects Chick-fil-A’s right to express its opinion on marriage and other political and social issues and that any retaliation against Chick-fil-A based on its speech is a violation of federal law.” The letters continue, “The vitriol directed against Chick-fil-A is based solely upon the recent statements by Chick-fil-A President Dan Cathy that ‘We are very much supportive of the family—the biblical definition of the family unit.’ But Mr. Cathy’s statement—which is an opinion shared by the majority of Americans—is no less protected than those made by business leaders from other companies who have expressed a different opinion upon the issue of same-sex marriage.”

The letters go on to explain that “no matter whether Chick-fil-A has a permit to operate a restaurant on your university’s campus, is leasing space in the food court, or is considered an independent contractor providing food service on behalf of the university, the First Amendment protects the company from retaliation based on its protected speech.... Not

only would discriminating against Chick-fil-A be a clear violation of the First Amendment and expose the University to legal liability, but it would undermine the very lessons of free speech and tolerance that the University seeks to teach to its student body.”

Last Wednesday, August 1, an estimated hundreds of thousands of supporters flocked to Chick-fil-A’s 1,600 locations nationwide during “Chick-fil-A Appreciation Day,” which was organized by Governor Mike Huckabee. Although Chick-fil-A has not released its sales figures, over 600,000 people signed up to attend on the event’s Facebook page. In a [press release](#), Chick-fil-A acknowledged the record-setting sales on August 1. “We are very grateful and humbled by the incredible turnout of loyal Chick-fil-A customers on August 1 at Chick-fil-A restaurants around the country,” said Steve Robinson, Chick-fil-A Executive Vice President of Marketing, in a statement. “While we don’t release exact sales numbers, it was an unprecedented day.”

HHS Mandate Takes Effect

On August 1, the unconstitutional HHS preventive services mandate went into [effect](#). Employers, with a few exceptions, are now required to provide free abortion-inducing drugs, contraceptives, and sterilization to their employees or face stiff penalties. According to the Congressional Research Service, fines could total \$100 per day, per employee. After proposing a hypothetical [accommodation](#) in March, the Administration proceeded to publish the mandate in the Federal Register without change. After continued outcry, HHS set up a public comment period to elicit feedback. Over 200,000 comments, mostly unfavorable, were submitted by June 19. Later in the month, the Supreme Court’s nuanced ruling in *NFIB v. Sebelius* (Obamacare decision) left the HHS mandate in place. Presently, twenty-four cases with fifty-four plaintiffs have been filed against the HHS preventive services mandate. Rep. Jeff Fortenberry has continued to call for a vote on H.R. 1179, the Respect for Rights of Conscience Act, which would protect those with moral and religious objections to the mandate.

Last Friday, Senior Judge John L. Kane issued a preliminary injunction in the *Newland v. Sebelius* case, one of the cases filed against the HHS mandate. For now, the de-

voutly-Catholic Newland family will not have to provide an employee health plan that is in compliance with the Health and Human Services mandate. The Judge agreed with the plaintiff’s assertion that the mandate violated the Religious Freedom Restoration Act of 1993 (RFRA). According to the law, the government may not “substantially burden a person’s exercise of religion even if the burden results from a rule of general applicability” unless it can demonstrate that doing so “(1) is in furtherance of a compelling governmental interest; and (2) is the least restrictive means of furthering that compelling governmental interest.” Judge Kane agreed with the Alliance Defending Freedom lawyer’s argument that the government already provides free contraceptives and could therefore expand those programs without forcing religious employers to violate their conscience. Furthermore, he rejected several of the government lawyer’s claims that the plaintiffs had no right to sue, that for-profit businesses have no free exercise protections, and that the need for free contraception essentially trumps religious liberty concerns. To read more about this critical victory, [click here](#).

D.C. Pain-Capable Unborn Child Protection Act

At the urging of The National Right to Life and other pro-life groups, the U.S. House of Representatives voted 220 - 154 in favor of the District of Columbia Pain-Capable Unborn Child Protection Act this week. Although the measure, H.R. 3803, has 203 co-sponsors and bipartisan support, it failed to garner the 2/3 majority required for suspension bills (bills not voted on in regular order). Several pro-life groups criticized House leadership for failing to bring the bill up for a vote when a simple majority would have sufficed for passage. As the [Associated Press](#) has noted, the District of Columbia has no restrictions on abortion until the moment of birth. This bill would ban abortions in D.C. after 20 weeks gestation with an exception for cases where the life of the mother is in danger. Research has conclusively shown that babies can feel pain at 20 weeks. Rep. Trent Franks and his pro-life colleagues will reintroduce similar legislation in future sessions.

Conducting a Teacher Needs-Assessment *(continued from page 1)*

In order to determine an individual teacher's needs, evaluation must take place. These evaluations act as a needs-assessment tool. Evaluation can take place in the form of formal evaluation, informal evaluation, personal interviews, portfolios, videotaping, and questionnaires. Bunch (2002) said, "Personnel evaluation should be an ongoing process that provides feedback resulting in improvement and, thus, promoting continuous growth and development" (p. 193). Bunch explained that the "focus of current best practices in evaluation is to provide the supervision and guidance needed to address the problems of individuals who can benefit from such interventions, as well as to promote positive growth and development" (p. 193).

After a needs assessment is conducted, a learning plan for each teacher can be determined. According to Husby (2005), "The power behind the individualized professional development model is that it allows for the marriage of teacher needs and school goals into a single action aimed at improved student achievement" (p. 121). The individualized professional development model offers accountability for change, responsibility for growth, and empowerment of learning to the teachers.

A review of literature, data, and research proved the value of individualized professional development. Individualized professional development quickens the ability to improve the faculty and staff within a school because it is specific and helps narrow the challenge of identifying weaknesses and providing opportunities for growth.

Teachers need to take ownership in their professional development. They need to be self-directed lifelong learners. Administrators need to assess each teacher and then collaborate with each one to determine his or her Individualized Professional Development Plan. By continually improving individual weaknesses within the faculty, the overall school is constantly improving, ensuring improved student outcomes.

Currently the elementary principal at Wilmington Christian Academy (Wilmington, NC), Dr. Cathy Dotson holds a B.S. in Elementary Education, a M.S. in Educational Leadership, and an Ed.D. in Instructional Leadership. Her passion is training teachers to be all they can be for God's glory.

References

- Beitler, M. (2005). *Strategic organizational learning*. Greensboro, NC: Practitioner Press International.
- Bradley, M. K., Kallick, B., & Regan, H. B. (1991). *The staff development manager: A guide to professional growth*. Boston, MA: Allyn and Bacon.
- Bunch, L. (2002). *Ensuring professionally relevant supervision and professional development: A state level experience*. ERIC Document
Reproduction Service No. ED461795.

(continued on page 6)

2012 Freedom To Learn Early Childhood Conference



The Freedom to Learn Early Childhood Super Conference was held on Saturday, June 16, 2012, at Gospel Light Christian School in Walkertown, NC. Nearly 100 attendees from 16 different schools or childcare centers gathered for this unique, one-day conference which is sponsored by Freedom to Learn and the North Carolina Christian School Association.

This conference is planned to meet and address the growing needs of daycares, preschools, kindergartens, and early childhood providers. If your ministry has not added this conference to your summer schedule, please consider doing so.

AACS Youth Legislative Training Conference

Each year the events of the Youth Legislative Training Conference remind us of God's faithfulness and steadfast goodness. He continues to bless the efforts of AACS as we strive to encourage and motivate Christian youth not only to make a difference in politics for traditional, conservative values and issues, but also to advance the Word of God in the laws and policy that form our government.

The conference began with an exciting introduction to the mock Senate, led by Gail Nicholas, an American government teacher at Bob Jones Academy. During the mock Senate, the students role-played Senators, which involved going to committee meetings, drafting legislation on the issue of the economy, and then debating and voting on their bills on the "Senate floor." This year, over 40 pieces of legislation were drafted, but only about half survived their committees and actually made it to the Senate floor. Some of the debated bills included adopting the metric system and a balanced budget constitutional amendment. The floor debate was passionate and energetic as students from "both sides of the aisle" whole-heartedly participated. The Republicans successfully won over support from Democratic members and flipped the vote to pass the Balanced Budget Amendment.

Throughout the week, students also met with their Representatives and Senators, listened to inspiring conservative experts, and participated in tours of historical sites in Washington. On Wednesday, the students were able to experience "A Day on the Hill" with a Congressional briefing in the U.S. Capitol designed especially for the AACS conference. Speakers for the briefing included Rep. Ann Marie Buerkle (NY), Rep. Louie Gohmert (TX), Rep. Jim Jordan (OH), and Senator Jim DeMint (SC). The Congressmen spoke to the students about how their faith in God guides them in their daily decisions and their work in Congress, and about standing firm on principles and not cowering in the face of adversity. Following each speaker, Maureen Van Den Berg, AACS Legislative Director, prayed for God's strength, wisdom, and protection for that particular Member. That evening, the students enjoyed an after-hours tour of the Capitol, hosted by Rep. Jeff Duncan (SC). In addition to pointing out many references to our religious heritage in the Capitol, Rep. Duncan also showed the students the House Chapel, a room in the Capitol that few people are privileged to visit. Rep. Duncan recounted the story of the South Carolina delegation praying together in the House Chapel before a critical vote on raising the debt ceiling. Melissa Evans, executive assistant to Rep. Jim Jordan (OH), also served as a tour guide for part of the Capitol tour and pointed out architectural details that illustrate our religious heritage. The tour concluded with a visit to the old House chamber and a spectacular view of Washington, D.C., from the Speaker of the House's balcony.

One unique feature of the Youth Legislative Training Conference is that the students have the immediate opportunity to become politically active on Capitol Hill. This year, the students delivered letters to Members of Congress urging them to support legislation to protect religious liberty. This allowed the students to be actively involved in being a voice for conservative, Christian issues on Capitol Hill.

Special speakers who presented lectures throughout the week included AACS President, Dr. Keith Wiebe; Leadership Institute's Grassroots Coordinator, Christopher Doss; Focus on the Family Vice President of External Relations, Tim Goeglein; Live Action President, Lila Rose; Rep. David Schweikert (AZ), Bob Jones Academy Speech and Debate teacher, Chuck Nicholas; and Judge David Gustafson who serves as one of nineteen Federal tax judges in the country. They spoke about what led them to become involved in politics, the impact of faith on their decisions, and the various ways that students could become more involved in the political system. On Wednesday evening, the students heard a devotional from Captain Wayne Bley, Chairman of FBFI Commission of Chaplains and former advisor to the Pentagon on religious elements of the Global War on Terror. Captain Bley's understanding of the threat of Islam on our land particularly interested the students as he explained that in "the 21st Century America there is an ongoing three-way tug of war. Judeo-Christianity is at war with Islam and secular humanism or political correctness." Bley reminded students that despite the growing threat of Islam, "in the midst of the chaos we are commanded to 'Be still and know that I am God.'"

On Friday evening, the students attended a special banquet where they were privileged to hear from Heritage Foundation Director of Domestic Policy Studies, Jennifer Marshall. She was honored by AACS for her commitment to preserve religious liberty and educational freedom. Upon receiving her award from AACS, she challenged each student to be aware of the threats against religious liberty that are facing our country right now.

In the midst of all the activities—the Day on the Hill, the mock Senate, the inspiring lectures—the students were also able to squeeze in several tours of historical sites in Washington, D.C. This year, the students had the opportunity to tour the Library of Congress, where a copy of a Gutenberg Bible and the Giant Bible of Mainz are on public display. The students also had the opportunity to tour the monuments and Arlington National Cemetery, and to watch the Sunset Parade at the Marine Barracks in Washington, D.C. They also participated in a scavenger photo shoot on Capitol Hill. While at Arlington, four students were given the privilege of laying a wreath on behalf of AACS at the Tomb of the Unknown Soldier. The ceremony takes place as the final event of the conference and is a fitting experience as the students are able to take part in honoring the men and women of our military.

We praise the Lord for the wonderful group of students He sent us this year, and we pray that they will continue making a difference for the cause of righteousness, armed with the information they learned while at the Youth Legislative Training Conference.

This article was written by Ashley Salinas, AACS Intern. Ashley is currently a senior at Pensacola Christian College and is pursuing a degree in political science.

Congratulations to Nathan Page and Tyler Spaugh from Union Grove Christian School and Mackenzie Morgan from Wilmington Christian Academy for being chosen to attend this AACS event.

2012 NCCSA Summer Staff Development Seminar



On July 23-26, the NCCSA held its 9th-annual Summer Staff Development Seminar. The invited guest speaker this year was “convention favorite” Cathy Dotson from Wilmington Christian Academy. A second location was added this year so that schools in the central and western part of the state could also participate. On July 23-24, sixty-eight faculty/staff members met at Woodland Baptist Christian School, and on July 25-26, nearly 100 faculty/staff members met at Faith Christian Academy. Approximately 20 administrators attended the administrator seminar on July 26 for specialized leadership training. This was the largest combined attendance so far at a summer staff session, and we are hoping to have an even greater number participate in next year’s staff development program.

The following are a few of the comments from the evaluation surveys the state office received:

From Greensboro—*The training seminar was very informative with a variety of information for all of the attendees. We were able to relate the information to each of our grade levels.*

From Burlington—*I walked away from this training saying, “I can and must do many of these things we were taught in our school from day one.”*

From Hickory—*Dr. Dotson did an OUTSTANDING job providing credible information regarding the Digital Age. I received many techniques and tools that will be very helpful in the classroom.*

From Matthews—*Of course, Dr. Dotson always delivers well-researched, applicable material. The conference was well-planned, and the information was applicable and presented in an interesting format.*

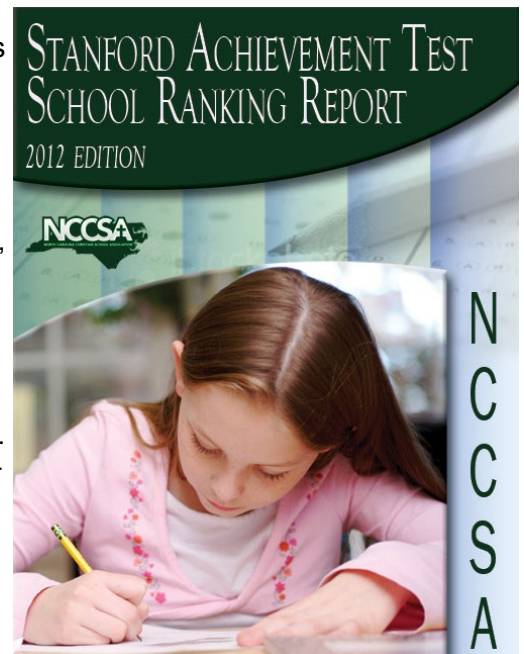
From Greenville—*I liked learning about how education is being reformatted to integrate technology. Kids are growing up in a digital age, and it is important for educators to make sure we utilize all resources to reach today’s “digital” students.*

Stanford Achievement Test School Ranking Report

Many NCCSA administrators and schools are working hard to improve the academic program of their schools. Achievement testing is sometimes used as an indicator to assist in making necessary changes to staff and curriculum.

The NCCSA Stanford Ranking Report is offered to schools that participate in the Stanford Achievement Program. Unlike the report from Pearson that compares each school’s scores to the AACS and national norms, this report compares the results of NCCSA participating schools. This report assigns every NCCSA member school that participates in the achievement testing program a unique ID number. Member schools will not know the ID numbers of other schools. The report compiles the Percentile and Rank-Stanine scores for: Total Reading, Total Math, Total Language, Science, Social Science, Basic Battery, and Complete Battery. Every grade is ranked according to Complete Battery scores. If an administrator or school wishes to determine a rank for a particular subject in a particular grade, that information can be determined from this report.

The Ranking Report order information has already been sent out and is still available online [here](#). If you wish to participate, please send in your order by the deadline listed in the order packet.



ATHLETIC NEWS



The 2012 Athletic Participation and Enrollment Information will be sent to each NCCSA school on August 15. **The deadline for submitting this information and fees to the NCCSA State Office is September 1.** Please be prompt with your school's participation information and required fees. All of this year's information will be collected in an online format.

The fall Athletic Meeting will be November 14 at 10:30 a.m. at Beacon Baptist Church in Burlington.

2012-2013 NCCSA Faculty/Staff Passes will be sent to each NCCSA member school on August 15. We look forward to a great year in athletics and seeing everyone at various state tournaments and other athletic events.

The ***New NCCSA Handbook—2012 Edition*** will be available this year. Each NCCSA Athletic Participating school must purchase this new handbook when registering for NCCSA Athletics.

(continued from page 3)

- Chafin, A. (2005, June). Nine hard things to do in order to sustain school reform. *Center for Comprehensive School Reform and Improvement Newsletter*, pp. 1-4.
- Chell, J. (1995). *Introducing principals to the role of instructional leadership*. Unpublished master's thesis, Saskatchewan School Trustees Association, Regina, Saskatchewan, Canada.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fogarty, R., & Pete, B. (2007). *From staff room to classroom*. Thousand Oaks, CA: Corwin Press.
- Fullan, M. (1982). *The meaning of educational change*. New York, NY: Teachers College Press.
- Glasser, W. (1993). *The quality school teacher*. New York, NY: Harper-Collins.
- Guskey, T. R. (1995). *Results-oriented professional development: In search of an optimal mix of effective practices*. Naperville, IL: North Central Regional Education Laboratory.
- Husby, V. R. (2005). *Individualizing professional development*. Thousand Oaks, CA: Corwin Press.
- Lambert, L. (1998). *Building leadership capacity in schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lindstrom, P., & Speck, M. (2004). *The principal as professional development leader*. Thousand Oaks, CA: Corwin Press.
- Newmann, F. M. (1999). We can't get there from here: Critical issues in school reform. *Phi Delta Kappan*, 80, 288-294.
- Noe, R.A. (2008). *Employee training and development*. New York, NY: McGraw-Hill.
- Ray, D., & Pike, A. (2004). Learning to lead. *Learning and Leading With Technology*, 32(3), 14-17.
- Rozycki, E. (2004). From the trenches: Mission and vision in education. *Educational Horizons*, 82(2), 94-98.
- Sparks, D., & Hirsh, S. (1997). *A new vision for staff development*. Oxford, OH: National Staff Development Council.
- Tallerico, M. (2005). *Supporting and sustaining teachers' professional development*. Thousand, Oaks, CA: Corwin Press.
- Zepeda, S. (1999). *Staff development: Practices that promote leadership in learning communities*. Larchmont, NY: Eye on Education.

SUBSCRIBE

As a feature of the new NCCSA website, the NCCSA will utilize a blog compiled of educational articles written by Dr. Joe Haas, Mr. Jason Haas, and other educators of the NCCSA and other educational entities. Each NCCSA administrator that would like to sign up to receive alerts when a new article is posted can subscribe on the *NCCSA Blog* by [clicking here](#). The NCCSA hopes that the articles submitted to this blog will prove to be an educational help to each administrator and school.

2012 Southeast Christian School Convention

On September 26-28, the 2012 Southeast Christian School Convention will be held in Myrtle Beach, SC, at the Myrtle Beach Convention Center. The convention theme this year is “For the Glory of God We Serve” based on I Corinthians 10:31.

General Session Speakers this year include: **David Gibbs III** - Attorney for the Christian Law Association; **Kurt Skelly** - pastor of Harvest Baptist Church in Natrona Heights, PA; **Sam Horn** - President of Central Baptist Theological Seminary. Workshops have been finalized, and the Master Workshop List will be on the NCCSA website on September 1.

This bi-annual, regional convention is always a time of great fellowship and an outlet for professional instruction for your faculty/staff. Every NCCSA administrator, pastor, and staff will benefit from this quality convention that has been planned to “jump start” this new school year toward excellence in every area. Our general session speakers always provide spiritual challenge that is refreshing and encouraging. Your staff needs this conference!



Approximately 2,000 attendees are expected at the Southeast Christian School Convention this year. If you have not planned to attend, make plans to do so today. The opportunity to provide your teachers with professional instruction and a place to fellowship and meet other teachers is irreplaceable.

Again this year, we will be dismissing at approximately 1:15 p.m. on Thursday to give everyone time to enjoy various activities. We are praying that the Lord will bless this convention and give sound academic instruction and encouragement to those who are some of the greatest Christian servants on earth—our Christian school teachers.

Each NCCSA school has been sent hotel information and the convention flyers. Registration information will be sent to each school on August 10. **This information will also be available on the NCCSA website.**

2012 All-State Music Clinic—Meymandi Concert Hall



The 2012 NCCSA All-State Choir/Band Clinic is scheduled for November 8-10, 2012. You may remember the announcement some time ago that because of interest from NCCSA members, the NCCSA would be starting an All-State Choir Clinic and use the same format as the band clinic.

Because of the popularity of the band clinic, the NCCSA is combining the choir clinic with the band clinic at this year’s All-State event.

Audition information for band students will be sent in a few weeks.

NCCSA UPDATE

July/August

Vol. 22, Issue 1

Joe Haas, Ed.D.—Executive Director
Jason Haas—Director of Programs/Services,
NCCSA UPDATE Editor

The NCCSA UPDATE is published bi-monthly by the North Carolina Christian School Association. The NCCSA UPDATE is designed for Christian educators, pastors, and parents. All published material included in the NCCSA UPDATE is Copyright © 2012 by NCCSA UPDATE and is subject to U.S. copyright laws. Permission to reproduce may be requested by contacting the NCCSA State Office.

Articles pertaining to education may be submitted to NCCSA, P.O. Box 231, Goldsboro, NC 27533. The staff reserves the right to correct grammar and spelling, clarify and modify content, adapt to style, and adjust to fit available space.



2012-13 Re-Enrollment

Re-enrollment information for member schools will be sent out on August 15. **The deadline for NCCSA registration is September 5** - please note the earlier date this year. With a total membership of 15,724 members from 75 schools this past year, the NCCSA is anticipating another great year ahead. **Thank you for your support and for being a part of the NCCSA.** We look forward to seeing you at various events, and as always, we want to serve in assisting you to help your school excel in all areas. We join with you in the goal of preparing students to live for Christ.

NCCSA Mailing Address

P.O. Box 231, Goldsboro, NC 27533
Phone: 919.731.4844 Fax: 919.731.4847
www.nccsa.org
info@nccsa.org



A new TestPoint.net website is being created and will be online hopefully by November. This new website will encompass the entire TestPoint™ brand that now includes Assessment Testing, Achievement Testing, the new Academic Testing Competition Program, and Placement Testing. We are thankful for the many schools that use TestPoint™ for their Placement and Academic Testing needs.

Spotlight on Mount Nebo Christian Academy



Mt. Nebo Christian Academy is a ministry of Mt. Nebo Baptist Church in Robbinsville, North Carolina. After much prayer and searching for God's will for the church and the children in the surrounding area, Pastor Gary Crisp founded the school ministry in the fall of 2005.

The pastor before Brother Gary was Brother J.B. Smith who had a vision of a Christian school when the church built its fellowship hall. The basement

of the fellowship hall was left undeveloped in hopes that one day, a school would begin in this building.

God has blessed the school richly! The school started with only one building in 2005. Today, the old fellowship hall houses the elementary classes, and God has allowed MNCA to have a new building for the middle and high school. God has blessed the school with not only wonderful buildings but also a dedicated staff that strives to give students both a profitable education and a strong spiritual foundation. The school day begins with prayer and Bible classes, and chapel services are held every Wednesday. Students are heavily involved in the chapel services, from singing songs of worship as the service begins to reciting memory verses learned in Bible class.

Academics are very important at MNCA. Students in kindergarten through the twelfth grade use the A Beka Book cur-

riculum, and the school participates in the NCCSA Stanford Achievement Testing program at the end of each year.

Mount Nebo Christian Academy is very proud of its graduates. A high percentage of MNCA students have surrendered their lives to the Lord's service. These students go on mission trips and participate in intern programs during the summer to get a better understanding of life in a full-time ministry. Many MNCA students are successful in continuing their education in college and becoming outstanding citizens in their community.

MNCA has experienced some changes in the past few years. In 2010, Brother Paul Conner became the new principal and in 2011, Mt. Nebo elected a new pastor, Brother James York. MNCA is very thankful that God has provided men to help MNCA educate and spiritually prepare young men and women to be good citizens and servants for our Lord Jesus Christ.