



Walk, Don't Run

by Jason S. Haas, Ed.S.

There is no doubt that online learning (virtual education) has changed the current educational landscape – possibly forever. Technology integration in education meets the students where they are in today's culture; it combines the tools used for their social lives with the tools needed for education and learning. It is not uncommon for students in the current educational system to be totally bored as they watch a teacher lecture for the majority of the class period, write assignments on the chalkboard, and use paper textbooks in an environment that incorporates very little technology. The long, drawn-out lecture method now has fewer results than it did years ago. Typical digital generation students sit in a bedroom watching television, listening to music on a iPod, browsing Facebook on a tablet, and checking multiple text messages on a cell phone, all while working on a school report. Students would rather chat online than talk with their friends on the phone. These students are part of the *Digital Generation*, often referred to as the *iGeneration*. Current students were born surrounded by technology and spend much of their day using technology; unfortunately, the majority of today's educational settings include little or no technology. This is one of the reasons why many of today's students are disengaged in the current educational setting.



Current-day students are growing up in an educational setting that many find boring and uninteresting. Rosen, Carrier, and Cheever (2010) added, "Education has not caught up with this new generation of tech-savvy children and teens. It is not they don't want to learn. They just learn differently" (p. 3). Students from the *Digital Generation* need more from education: they need technology to be integrated at an increased level into the delivery method and assessment practices. Today's students thrive on multitasking and social environments in every part of their lives, but they spend a vast majority of their day in school, where few, if any, technological elements are present. ***If the purpose of education is to teach students to acquire knowledge and critical thinking skills, today's classrooms of paper textbooks, chalkboards, paper-and-pencil homework, and research reports that integrate little technology fall short of fully engaging today's digital generation.***

For many of these reasons, educators have fallen in line more with the *blended learning method* that incorporates online learning into the traditional teacher-student, brick and mortar classroom. Blackboard (2009) stated:

Blended learning, the teaching practice that combines teaching methods from both face-to-face and online learning, is an established, rapidly growing instructional model that is proving highly effective in helping schools and districts address the challenges of student achievement, limited resources, and the expectations of 21st century learners (p. 1).

Since many parents equate online learning with academic excellence, most educators feel the blended learning method would meet this immediate need of excellence while also maintaining the traditional teacher-student method. SETDA (2008) stated, "Virtual learning can supplement the traditional brick and mortar classroom to enhance teaching and learning by creating opportunities for students and teachers to individualize instruction based upon specific learning styles" (p. 1).

(continued on page 3)

LEGISLATIVE NEWS

School Choice Supported in North Carolina



NCFPC—A majority of North Carolinians support policies that would provide parents with more education options for their children, according to a new survey. The [poll](#), which was commissioned by Parents for Educational Freedom in North Carolina (PEFNC) and conducted by SurveyUSA, surveyed 900 North Carolina adults (including 807 registered voters) in March by phone or online.

The PEFNC survey questioned participants on a number of issues related to school choice, including about some proposals that are currently before the General Assembly. Among the survey's key findings:

- 64 percent of North Carolinians said that, "Providing parents with more options will improve education for all students," while just 23 percent said, "Public education will be harmed by allowing parents to exercise other educational options."
- 72 percent of those polled said they supported "giving local public school districts more flexibility in making decisions on how to fund and run their schools," while only 13 percent opposed this statement (15 percent were not sure).
- 47 percent supported allowing "local school principals and superintendents [to] have greater flexibility, without school approval, to make more personnel and funding decisions for their schools," while 37 percent were opposed and 16 percent were unsure.
- Over half (56 percent) supported the "state providing scholarship grants of around \$4,000 a year to help families pay for tuition and other educational expenses at a school of their choice," while 32 percent were opposed, and 12 percent were unsure.
- 59 percent supported a tax credit scholarship system, which is defined as a "policy that gives tax credits to businesses" that "contribute money to nonprofit organizations that distribute scholarships to" limited-income families to attend a private school of their choice, including nonreligious or religious private schools.

In North Carolina, two bills related to expanding school choice have been filed in the 2013 legislative session of the General Assembly. [H269—Children with Disabilities Scholarship Grants](#), with primary sponsors Representatives Jonathan Jordan (R-Ashe), Marcus Brandon (D-Guilford), Bert Jones (R-Caswell), and Paul "Skip" Stam (R-Wake), creates scholarship grants that "will be awarded to reimburse tuition and special education and related services for each eligible child who is educated in a homeschool or nonpublic school." To be eligible to receive the grant, "a child must have an IEP, must be receiving special education on a daily basis, and must meet at least one" of the following requirements: "was previously enrolled in a N.C. public school during the previous semester, or received special education or related services through a state public school as a preschooler with a disability during the previous semester, or received a scholarship grant for the previous semester, or is eligible for enrollment in kindergarten or first grade in a North Carolina public school." H269 also specifies that the grants cannot exceed \$3,000 per semester, and that after receiving the scholarship, a child must be reevaluated every three years. H269 currently resides in the Education Committee.

Additionally, lawmakers in the North Carolina House have introduced [H144—Homeschool Educational Income Tax Credit](#), a bill that would entitle parents who choose to homeschool their children in elementary, middle, or high school to a \$1,250 tax credit each semester per homeschooled child. The bill, with primary sponsors Representatives Larry Pittman (R-Cabarrus), Carl Ford (R-Cabarrus), Chris Malone (R-Wake), and Jacqueline Schaffer (R-Mecklenburg), currently resides in the Education Committee.

At the time of this writing, the Opportunity Scholarship Grant legislation has not been introduced. More information about this legislation will be included in the next issue of the NCCSA UPDATE.

(continued from page 1) Not all educators, however, are sold on this idea. Despite statistics that show that learning has not improved and education hasn't changed in over 100 years, educational traditionalists encourage educators to slowly incorporate these changes regarding blended learning. Journell (2012) added, "The financial lure of lower-cost online learning during a period of tight budgets shouldn't prompt schools to proceed before giving serious consideration to a multitude of factors" (p. 46). One challenge that Journell (2012) points out is that educators must address the perception that online learning is just an avenue for a student to bypass the face-to-face learning.

There is also a disadvantage of utilizing current teachers for blended learning. Online pedagogy requires a different skill set and teacher method. Journell (2012) stated, "If districts choose to move programs online, they must provide teachers with sufficient learning opportunities to explore the various nuances of online instruction, such as creating classroom community, learning to implement synchronous and asynchronous communication, and assessing student performance" (p. 48). *There are also issues with knowing how much professional development should be made available to teachers teaching online*, especially since most of them will not teach online exclusively. Universities will also have to update their education programs to include online pedagogy as part of their standard curriculum (Journell, 2012).

Journell (2012) submitted several other challenges worthy of consideration. Journell (2012) stated, "Online learning is most likely the future of public education in the United States, which may actually be beneficial given the Internet's potential to equalize academic opportunities" (p. 50). However, educators must be careful not to use budget crises as the reasons for turning to blended learning. Educational reform is typically prompted by knee-jerk reactions from social or financial pressures, and as Journell included in his article, the results rarely lead to positive outcomes (Journell, 2012).

Changing traditional classes to an online format and/or placing students in an untested online format with school systems, schools, and educational associations researching the best methods beforehand are not plausible options for blended learning. Journell (2012) concluded, "Online courses must be comparable to face-to-face instruction in terms of rigor and opportunities for engaged learning" (p. 50). Journell continued, "Outcomes can occur only if districts proceed cautiously and spend the time and money necessary to build sufficient infrastructure and train personnel in best practices of online pedagogy" (p. 50). Blended learning is not a one-size-fits-all method, and it certainly will not solve all of today's educational problems. However, this method has many advantages and if administered in the correct manner, can greatly enhance traditional education. Flexible learning opportunities, equity and access for all students, availability of advanced placement (AP) courses or other courses unavailable in traditional curriculum, and Credit-Recovery/ Remediation are all practical advantages of blended learning. Today's students learn differently, and they are comfortable using technology. ***If technology is here to stay, and it is, educators must do their part to make this new pedagogical trend a staple in the current curriculums and must integrate it in a way that is beneficial for the student, the parent, the teacher, and the school.***

References

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****This article is a critique of Journell's journal article entitled, "Walk, Don't Run." For over four years, the NCCSA has been researching and evaluating the best technology curriculum platforms to make available to NCCSA member schools. Combining technology partners, current curriculum publishers, and other stakeholders is a daunting task with the goal of formatting a platform that is flexible enough to fit each school. Much progress has been made in the last few months. As additional information about these opportunities becomes available, the NCCSA will share it with member schools.***

2013 Staff Development Opportunities

The **2013 NCCSA Staff Development Seminar** will take place on July 22 through 25. To accommodate the travel needs of teachers from across the state, this seminar will be provided in two different locations. The central/western location will be held at Woodland Baptist Christian School on Monday and Tuesday, July 22-23. The eastern location will be held at Faith Christian Academy in Goldsboro on Wednesday and Thursday, July 24-25. General information about this seminar is available here: <http://www.nccsa.org/services/faculty/summer-staff-development-program/>

****Administrator Seminar**—The NCCSA has recently confirmed Dr. Glen Schultz to lead an Administrator Seminar on July 24-25 at Faith Christian Academy in Goldsboro, NC. **Registration information will be available in a few weeks.**

SCIENCE FACULTY WORKSHOP

Looking for some fresh ideas to improve your science program? The **NCCSA Science Faculty Workshop** resumes again this summer on Tuesday and Wednesday, June 25-26, 2013, at Wake Christian Academy. Information regarding the speakers and topics will be available at a later date. General information about this workshop is available here: <http://www.nccsa.org/services/faculty/science-faculty-workshop/>

2013 NCCSA EDUCATORS' CONVENTION

Make a note of the **2013 NCCSA Educators' Convention** at the Koury Convention Center in Greensboro, NC, on September 26-27, 2013. This year, the NCCSA will be utilizing a two-day schedule instead of the Wednesday through Friday three-day schedule.

*****Official CEU credits will be available for these training events and will count toward the "official NCCSA CEU" credit that is required for NCCSA Teacher Certification—2008 Edition v1.5. Any new or renewal applicant since January 1, 2008, must earn at least 25% of all CEU renewal work at either the annual convention or a summer staff development session.**

NCCSA Summer Staff Development

TRAPPED IN TIME
TEACHING WITH URGENCY AND PURPOSE


Dr. Phil Johnson

July 22-23, 2013
Woodland Baptist Christian School
Winston-Salem, NC

July 24-25, 2013
Faith Christian Academy
Goldsboro, NC

CEUs: 1.2 NCCSA Official CEUs
Cost: \$50 Early Bird Discount - \$55 after May 17
(price includes refreshments during breaks)

LOGGING INFORMATION IS AVAILABLE UPON REQUEST www.nccsa.org

NCCSA Summer Staff Development
Administrator Seminar

KINGDOM EDUCATION FOR THE 21ST CENTURY
FULFILLING GOD'S PLAN
FOR EDUCATING FUTURE GENERATIONS


Dr. Glen Schultz

July 24-25, 2013
Faith Christian Academy
Goldsboro, NC

CEUs: 1.2 NCCSA Official CEUs
Cost: \$60 Early Bird Discount - \$65 after May 17
(price includes refreshments during breaks and lunch on Thursday)

LOGGING INFORMATION IS AVAILABLE UPON REQUEST www.nccsa.org

FINE ARTS NEWS

On March 20-22, 2013, Christian schools from across North Carolina came together for the 40th-annual NCCSA Fine Arts Festival. Hosted at Raleigh Christian Academy again this year, the group competition included contests in the categories of Bible, Bible Quiz, Speech, Music, Spelling, Science Fair, and Art. Competitions in the areas of Academic Testing and Journalism occurred earlier this school year. Forty schools competed in this year's fine arts competitions, with approximately 2,500 total entries. Several judges commented that some of this year's entries were the best they had seen in some time! Congratulations to each student who prepared, practiced, and performed.

Raleigh Christian Academy and Beacon Baptist Church buzzed with activity as students, parents, and teachers watched and participated in competitions, fellowshiped with friends, and cheered on their schools during the awards assembly on Friday afternoon.

Special thanks to the three schools that hosted the various fine arts competitions this year: Woodland (senior high solo music), Friendship (junior high solo music), and Raleigh Christian (group competition). These competition hosts provided excellent facilities and assistance to help make the competitions successful.

We especially want to thank the Fine Arts Chairmen who assist the NCCSA State Office in planning the various competitions. Their assistance and expertise in their particular categories help the competitions run smoothly.

All results are available [here](#). Pictures can be ordered by [clicking here](#). State-level winners will go on to compete at the AACS National Fine Arts Competition at Bob Jones University on April 9-11. The names and schools of the 2013 NCCSA National Team are available [by category](#) and [by school](#).

To God be the glory for a great year of NCCSA fine arts competitions again this year!



AACS Youth Legislative Training Conference



The ***AACS Youth Legislative Training Conference*** is July 9-13, 2013. Each year, the NCCSA selects students from NCCSA schools to attend this once-in-a-lifetime conference. It is always an invaluable process to any student who has an interest in legislative and civic service. **The deadline to submit this information to the NCCSA is Friday, April 12.**

Please let your Juniors and Seniors know about this opportunity. **All information and details are available in the PDF packet located [here](#).**

ATHLETIC NEWS

Congratulations to all the 2013 NCCSA State Basketball tournament winners, and thanks to the tournament hosts for a job well done. Special thanks also to Mr. Bob LaTour (NCCSA State Athletic Commissioner), Jeff Woosley and Bryan Harwood (NCCSA Assistant Commissioners), and Brian Trull (NCCSA Tournament Coordinator) for all their hard work.

The results of the 2013 basketball tournaments have been listed on the NCCSA site for a few weeks and are still available [here](#). The NCCSA All-Star event hosted by Friendship Christian on March 2 was a great success. Special thanks to Jerry Bailey from Alamance for coordinating this event.

Upcoming Events

April 17 — Spring Athletic Meeting

May 1 — Seeding meetings at 10:00 a.m. (see Athletic Calendar for locations)

May 7 — NCCSA State Golf Tournament (The Neuse)

May 10-11 — NCCSA State Tournaments:

(A) NCCSA State Softball/Baseball/Girls' Soccer Tournament at Fayetteville St.

(AA) NCCSA State Softball/Baseball/Girls' Soccer Tournament at Bethel, Kinston



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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.



News of Interest

- If your school is involved in NCCSA Athletics, please make sure you have read the **“Athletic Dress”** document that was sent to the Administrator and Athletic Director of each NCCSA Athletic-Participating school.
- The **2013 NCCSA Elementary Fine Arts Competitions** will take place on April 24-26.

Central Region Competition:
Gospel Light Christian School
April 24-26

Eastern Region Competition:
Greenville Christian Academy
April 25-26

Western Region Competition:
Tabernacle Christian School (Hickory)
April 26

Competition Schedules will be sent to schools approximately one week prior to the competition.

Spotlight on New Bern Christian Academy

New Bern Christian Academy exists as a ministry of Pleasant Acres Free Will Baptist Church in New Bern, North Carolina. As early as 2005, the need for a Christian school became apparent to Pastor Scott Coghill as the Lord began speaking to him about starting a new school. The moving in his spirit increased into the summer of 2010, when it became apparent that God was directing the church down this path. Even in the economical difficult time of our nation, Christian parents need a place to educate their children without fear of ungodly, humanistic teaching. The purpose of New Bern Christian Academy is to educate the minds of every young person with excellence while striving to cultivate in their hearts a passion for the Lord Jesus Christ and His work. These objectives are accomplished by providing quality spiritual, academic, and social activities that encourage young people to achieve their individual best for the glory of God.

The minds of young people have been captured by the world. This generation of youth has been blinded by all of the tricks of the

father of lies. Children are so preoccupied with possessions, education, fame, fortune, and entertainment, that their very minds have been captured. They cannot see clearly through the filth of this world. They have a veil of disbelief covering their heads. The Bible tells us to “put on the mind of Christ” (1 Cor. 2:13). In order to do so, we must put off something. Children need to be shown the truth. That can only happen by peeling off the veil that blinds them to the truth.

The teachers and staff at New Bern Christian Academy are committed to cultivating the love of the Lord by living a life of faith. To cultivate, one must plant, water, and weed. The leadership of NBCA desires to diligently cultivate a passion for the Lord. The goal is to grow a child into a person who willingly, of his own free will, loves and serves the Lord Jesus Christ. This will take patience, love, wisdom, and direction from the Lord.

Under the direction of Phyllis and Wayne Houghton, principals of New Bern Christian Academy, students are encouraged to strive to achieve their best for the glory of God. It is for

His glory that NBCA exists, and nothing but the best will do.

With that said, it is recognized that not every student is an “A” student. Some students have disabilities, and these students should be encouraged and challenged to reach their fullest potential. It is the belief of NBCA that Christian schools should be the first avenue for a Christian family to find help for their child with learning disabilities. The academic program of NBCA is designed to help each child to have a successful educational experience and to provide the opportunity for him to reach his own personal best for the glory of God.

New Bern Christian Academy is in its second year with an enrollment of 87 students from K5 through 9th grade. God has blessed the school with ten well-qualified, passionate, godly teachers. Plans are being made to expand in the near future. Pastor Scott Coghill, along with the school board, oversees the school’s direction and progress as it moves forward with God’s plan.