

GROWING EXCELLENCE



Adventist Education...Now, More Than Ever!



Judith Slaughter's Students at NBACA



2019 SAC OUTDOOR SCHOOL, River Oaks Campground

Information Literacy Part 1

Michael Jon Cookenmaster, EdD
Associate Superintendent of Schools

An alarm has been raised in education. More than eight million students from grades 4-12 are reluctant or at-risk readers; more than 3,000 students drop out of American schools each day; only 70% of American high school graduates graduate with a regular diploma; the lowest achieving 25% of students are most likely to drop out; 53% of college-bound high school students must enroll in remedial classes in college (Biancorosa & Snow, 2004). Naisbitt (1982) stated that we are famished for knowledge while we being drenched in information. Since the inception of the *No Child Left Behind Act* (2002), the U.S. Department of Education views balanced literacy as holistic (McKenzie, 2002). Beyond the fundamentals of letter-sound correspondence, word study, decoding skills, reading, writing, and speaking, what exactly is balanced literacy? Balanced literacy incorporates

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Outdoor Education 2019, Success from the Start

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On October 20, 2019 all roads led to the lovely River Oaks Campground. It was a magnificent sight to behold as school buses rolled through the gates. The peaceful campground was invaded with loud and excited voices of students scrambling to join the South Atlantic Conference Office of Education 1st annual Outdoor School. The event was held from October 20-23, 2019 with the theme "*Chemistry with Christ*". Students in grades 5-8 were in attendance from the small schools across the conference.

Over 125 students, chaperones, and teachers actively participated. Each day started at 7:15 am with a brisk fifteen minutes morning walk, followed by a scrumptious breakfast prepared by Superintendent Gaiter and Principal Cheryl McGee.

Pastor Darryl Howard, SAC Sabbath School and Children's Director, served as chaplain of this event. The students enjoyed his messages immensely. Each school participated in morning and evening worship showcasing their talents. Students engaged in activities such as archery, orienteering (compasses), obstacle course, science, math, bird watch, knot tying, volleyball, and basketball. During their stay on the campground, the student engaged in community service.

The final evening concluded with a special consecration service followed by a bonfire. At the conclusion of the event, new friendship blossomed, telephone numbers, hugs, and goodbyes were exchanged, but most importantly, students recommitted their lives to our Creator, Redeemer and Soon-Coming King. . .



Information Literacy Part 1

oral language development, making comprehension connections (text-to-self, text-to-world, and text-to-text), vocabulary development, fluency, and critical literacy. Critical literacy or thinking is the umbrella structure of Information Literacy. This umbrella consists of Computer Literacy, Library Literacy, Media Literacy, Network Literacy, and Visual Literacy. The question of how to develop Information Literacy is currently a hot topic of debate focused around the characteristics of Information Literacy, curriculum design and evaluation processes, staff development, and student assessment (Breivik, 1996).

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Failure to communicate results in poor performance.

Danger—Red Zone Ahead

Kelly Preston Anderson, EdD
Professor at Brigham Young University

The first Law of Communication addresses how supervisors communicate with subordinates and how that communication style impacts employee performance. One characteristic of employee performance in the danger (red) zone is that employees do only what is required or ignore policies and procedures. As an example, most school systems require teachers to post well developed lesson plans at the beginning of the week.

Over the years, supervisors observe that the employees fail to meet these minimum standards of performance, yet in some locations, every employee is working diligently to meet the minimum standard gladly. With the faculty in the later category the principal was reviewing lesson plans and providing constructive feedback in a 360 approach with teachers. No one questioned if they were meeting their minimum responsibility because it was obvious in their weekly conversations with the principal. On the other hand, the principals at schools who were struggling or failing to meet the expectation needed to demonstrate constant focus on the policy, with frequent reminders to their staff. Instead, they demonstrated a type of myopia where the district was communicating an expectation, but his or her teachers were somehow exempt. These teachers then embraced the stance that the district or administration was trying to control their every move and would often mock the administration. Conversely, teachers of the schools who were in compliance often praised the principal and district administration both in and out of their presence, and were willing to give whatever effort was required.

While this is one small example, the essence of creating a more successful culture and improve communication is to be attentive to maintaining basic areas of proficiency, being open to change and correction so the organization might move from the red to the yellow, and finally to the green zone.

Happiness is an
inside job. Don't
assign anyone else
that much power
over your *life*
—Mandy Hale—

Stay encouraged & keep up the great work!

—Kim M. Gaiter, VP for Education & Superintendent of Schools



Information Literacy Part 1

The notion of Information Literacy has been around for some time. At the turn of the Twentieth Century, White (1912) stated that educators should be teaching students to think for themselves' rather than reflecting on information other people have told them is so. Allington (2005) echoed this nearly 100 years later when he stated that thoughtful literacy should be more than remembering a text, but engaging in the ideas of the text, testing the ideas, and pondering them. Readers should be able to respond to texts with laughter, irritation, or even disgust. In an age of increasing technology and information it is understandable how difficult it is to keep up.

Instead of creating separate and new standards for Critical Literacy or individually Information Literacy, others find it apparent that we must embedded Information Literacy into pre-existing standards for math, language arts, science, social studies, physical education, and the arts (Breivik, 1994). Those that maintain this viewpoint believe Information Literacy will expand and take hold when teachers and students are permitted to move away from pre-packaged programs involving textbooks, lectures, and artificial media-formats, such as text-based CD-ROMS which do not allow children to explore beyond the constraints of the learning environment. When students are able to experience real-world or life experiences are resources and taught to analyze what they are presented, a deeper understanding of Information Literacy will occur (Bruce, 2002). Every Student Succeeds Act (2015) supports this stance. Balanced literacy instruction should respect and address the needs of all learners. It must be flexible, and research based, providing teachers with up-to-date information, viewing them as informed professionals who are using assessment and data to drive their instruction. Literacy is cross-curricular, and students should be engaged in a wide variety of activities to support hands-on learning activities across each content area. Teachers, principals, district administrators, policies makers, educational and professional development consultants, and professors of higher education must begin to ascertain their collective role in developing informed 21st Century Readers.

The Spirit, the Feel, and the Look of Growing Excellence

Photo Journal

Teachers' Convention | EJA—Winston-Salem | GAAA—Atlanta | GFAA—Fayetteville | GCAJA—Raleigh | Outdoor Education

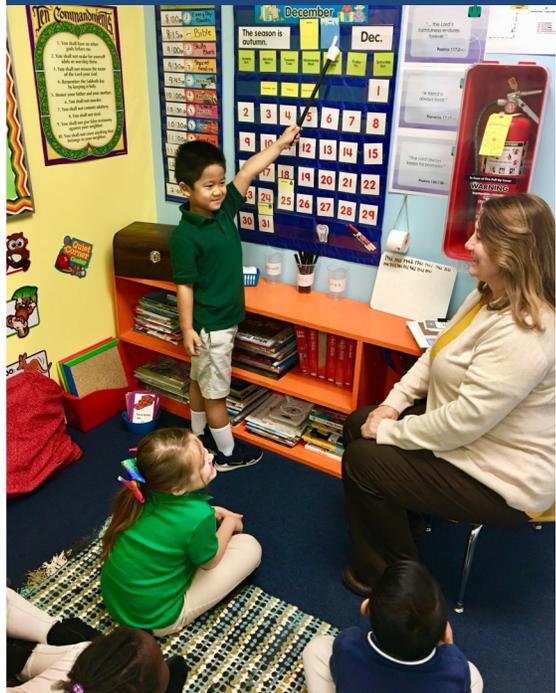
Teacher Convention Banquet 2019—River Oaks



Come and Get it—Stone Soup at EJA



Every Day Counts at GFAA



Developing Lifetime Friends at GAAA

Outdoor Education at River Oaks 2019



A Garden of Friends at NDRAS

A Christ-Centered, Organized, Safe Harbor—EJA at Winston-Salem



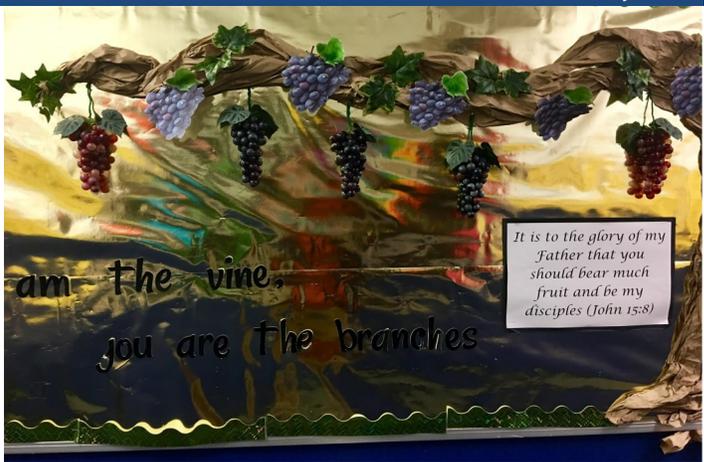
Week of Prayer—EJA at Winston-Salem



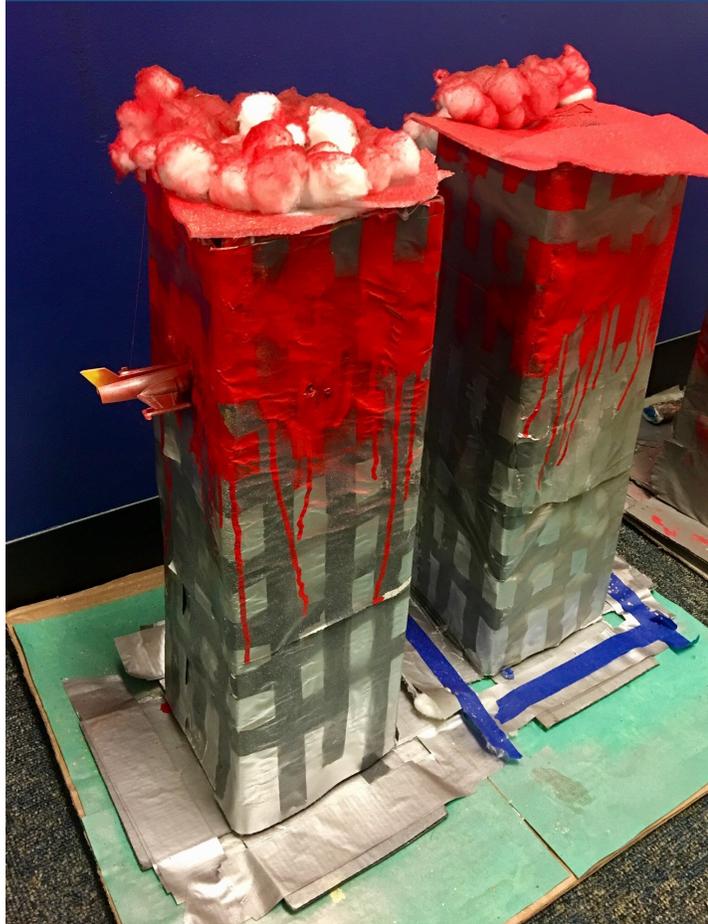
Our Marvelous PAL Mentors



Christ-Centered Bulletin Boards at GCAJA



Remembering 9-11 at GCAJA—Raleigh



“With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Saviour might be carried to the whole world!” MYP 196

Let's grow the Gospel army of God together!



The educational philosophy of the Conference and the uniqueness of the school should be the guiding force behind what takes place in the classroom.

Lesson Plans vs Lesson Planning

Article Extract fro Kenau University

All teacher editions come with lesson plans that are detailed, step-by-step guides that outline the publisher's objectives and common standards for what students completing the lesson should know. It is global in nature as the plan is based on what students who are in classrooms using the particular curriculum should be expected to learn when they complete the lesson.

Teacher generated lesson plans state the teacher's objectives for what the students will accomplish during the course of the lesson and how they will learn it. Developing a lesson plan involves setting goals, developing activities, and determining the materials that you will use with your students. It is intentional as it is reflective of the students in the teacher's classroom and the data from those particular students.

Effective instructional planning by the teacher is essential to the process of teaching and learning. A teacher who is prepared is well on his or her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. Teachers must therefore be committed to spending the necessary time in this endeavor.

It is also important to realize that the best planned

lesson is worthless if interesting delivery procedures, differentiation, and good classroom management techniques are not in evidence. There is a large body of research available pertaining to lesson development, delivery, and the significance of classroom management. They are skills that must be researched, structured to your particular school district's model of Positive Behavior Intervention Supports (PBIS), your individual style, implemented in a teacher/learning situation, and constantly evaluated and revamped when necessary. Consistency is of the utmost importance in the implementation of effective instructional design.

All teachers should understand that they are not an island unto themselves. The educational philosophy of the district and the uniqueness of the school should be the guiding force behind what takes place in the classroom. The district's curricular expectations, grading expectations, lesson planning expectations, and code of discipline must be reflected in every teacher's classroom.



Professional development training can help teachers to become better at planning their time and staying organized.



Parent Surveys

The web-based survey, which is confidential and anonymous, is being conducted by the South Atlantic Conference of Seventh-day Adventists' Office of Education. The parent/guardian name, and the student's name and grade will not be associated in any way with his or her responses. We To go to the surveys, please have parents/guardians click <https://www.surveymonkey.com/r/82ZLNW8>.

Please let parents/guardians know that if their child is served by more than one teacher, than a separate survey for each teacher should be completed. Students in grades 5—8 may also be encouraged to complete surveys for their teachers. This should be done in class and by a proctor other than the teacher.

PD Opportunities

There are many new professional development opportunities available on the SACOE website under Employee Portal. Some of these include Multi-tiered Structural Supports, Rigor and Relevance in the Classroom, How to Teach in Quadrant D, Supporting Students with ADD/ADHD, and many others, including ALC courses.

Please also plan to participate in the summer PD initiatives that SACOE will be hosting: Instructional Effectiveness and PBIS: The SACOE Approach to Classroom Management.

UPCOMING EVENTS

NOVEMBER

- 3 Daylight Saving Time Ends
- 4 - 8 Interim Reports Sent to Parents
- 11 - 14 Southern Union Departmental Council
- 21 Principals' Council ZOOM
- 25 - 29 **SCHOOL CLOSED**-5 days – Thanksgiving Break
(16 School Days)

DECEMBER

- 2 Classes Resume from Thanksgiving Break
- 20 **End of 2nd Quarter – Noon Dismissal (44 days)**
1st Semester Ends (90 days)
- 21 - 31 **SCHOOL CLOSED** – Christmas Break
(15 School Days)

Please pay close attention to the SAC Treasury newsletter that was sent to your email. There are important updates about December pay dates, updating W2 information, and benefits for full time employees.

