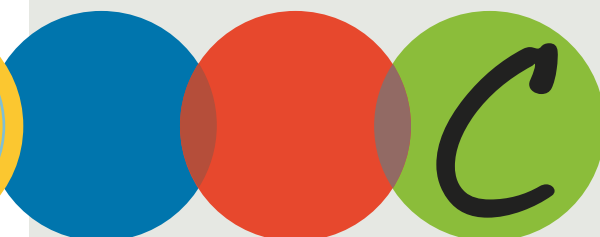
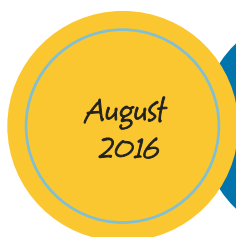
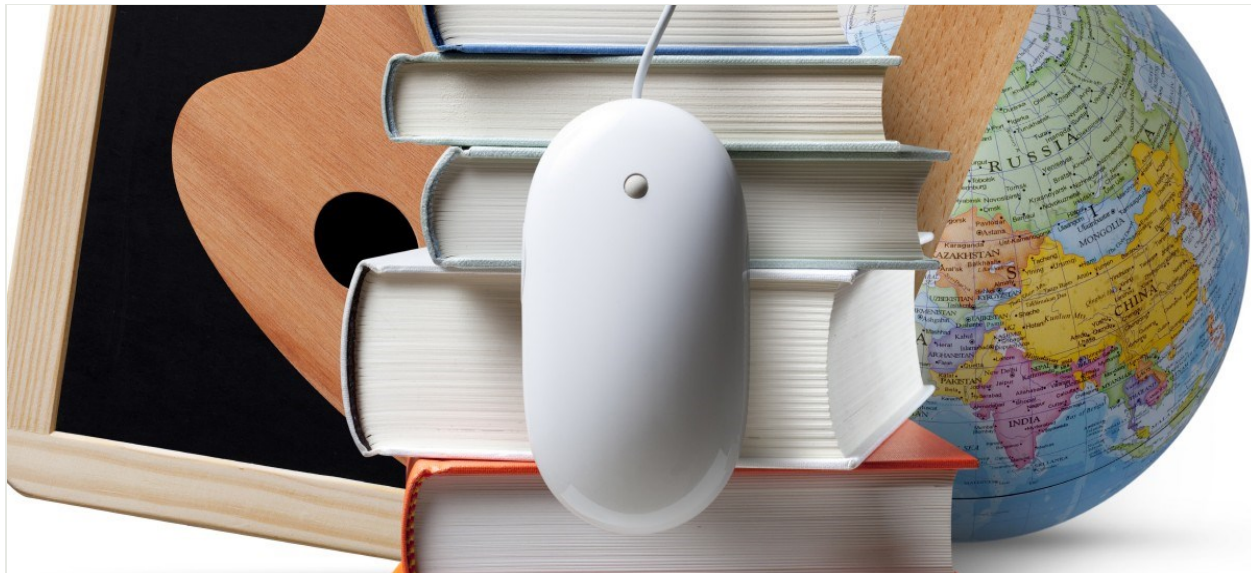


A monthly
newsletter
filled with practical,
research-based
articles for K-12
educators across the
North American
Division



the **crae** Connection

A Note from the Editor

Welcome to the 2016-2017 school year! We hope that your last two months were spent traveling, gardening, at the beach, working on home projects, hanging out with your children and grandchildren or whatever else fills your soul and makes your heart sing – besides teaching, of course!

When my daughter finished first grade this past June, she brought home a bound, hard cover book that she and her classmates had co-authored as the culmination of a unit on careers and community helpers. The teacher asked the students to write and illustrate what they wanted to be when they grew up; the assignments were sent off to a publishing company and compiled into a beautiful book that parents could purchase. I leafed through the pages of that book just the other day (it has quickly become a beloved favorite and has a prominent spot on our coffee table) and smiled as I read these 6 and 7-year olds' lofty goals. "Soccer player!" "Pediatrician!" "Dentist!" "Scientist!" "Critical Care Unit Provider!" (Yes, that was in there.) It was inspiring to see that these children are not only dreaming, but dreaming *big*.

One of the best things about a new school year are all the things that we can *aspire* to – new units, new classroom management ideas, new bulletin boards, new goals. You have in front of you 180 blank days that *you* get to fill up with your aspirations – both for yourself and for your students.

We'd like to encourage you to dream big this year – to try out that teaching style you learned at your summer conference, to implement that lesson you've been meaning to for the last two years, to write that grant for your school's playground project. The *CRAE Connection* will continue to support your efforts through this year with our monthly newsletters filled with teaching resources, research-based ideas and other inspiring, thoughtful articles.

May God bless your dreams and aspirations this year and may His presence be felt in all that you endeavor to bring to your classroom and campus.



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The Chalkboard: notes for the elementary educator

Shoot for the Stars

"I'm bad at math," the fifth grader mumbled to me during the first week of school. We had been getting ready to take the fall math inventory, a simple assessment I'd created just to get a snapshot of the students' math skills. I'd assured the students that they were not receiving a grade for this, that they would not be penalized for things they'd forgotten over the summer and that this was *just* for my eyes only. The boy at my desk, however, was not convinced. "I just can't do it." I realized that he was talking about more than just the inventory, and so I asked him what he meant and why he felt that he was "bad at math." He shrugged and replied, "I've just never been good at it." After a short pep talk and the reassurance that *we were in it together this year* and that I was there to help and support and teach him, he jogged back to his desk, appeased.

I shook my head after he left. How awfully sad that at 10 years old, one could be so totally convinced of his ability – or lack thereof – in a subject. That, in 5th grade, a student could proclaim with certainty, "I'm not a good reader," or "I don't sing – only kids in choir sing," – broke my heart as an elementary teacher. Where were those uninhibited dreams from first grade? Where was the confidence, the sureness, the conviction that *anything was possible*?

The beginning of a new school year is the best time to crack open those pigeonholes that your students have placed themselves in and inspire them to reach beyond what they ever thought they were capable of accomplishing! What lies ahead for them this year? Reading more books? Joining Band and learning an instrument? Running a faster mile? Making new friends?

Your challenge as their teacher is to set aside the time and space for these goals to be explored, set and celebrated. Here are some ideas for you to pursue and consider implementing in your classroom this fall:

Write them down. Goals can only be met if they're *remembered* in the first place! Putting them down on a piece of paper makes them real and tangible. Here are some good templates:

- Student Goals
- Academic Goal Plan
- Goal Planning Sheet
- Goal Setting Checklist (PreK-2nd)



Be specific. [Edutopia](http://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias) has a whole unit (<http://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias>) online about goal setting which uses the SMART acronym:

- S = Specific
- M = Measurable
- A = Attainable
- R = Relevant, Rigorous, Realistic, and Results Focused

- T = Timely and Trackable

Talk/read about it. Make goals and dream and aspirations a part of daily classroom discussion. Where can we find examples in history or in the Bible about those who set goals, dreamt big and accomplished much? Well-written picture books are often a great conversation starter piece – for both younger and older students.

[Wilma Unlimited](#)
[Roberto the Insect Architect](#)
[Salt in His Shoes](#)

Model. Set your own goals alongside your students so that they can see their teacher working towards something as well! Celebrate small accomplishments. As educators, we know that immediate feedback is crucial to learning. Help your students identify specific marking places or "baby steps" that can be measured and reached before the main goal is attained and figure out ways to use those spots to cheer each other on, reflect on how far they've come, and recharge before pushing on towards the final goal.

As for my student? He went on to excel *in math* that year. Goal accomplished.

Additional Resources

[Classroom champions](#): An excellent website for goal setting, using athletes as role models.



The Locker Room: notes for the academy educator

Setting the Stage

While it's important for you to lay the foundation for a caring and positive environment with *any* age group you teach, there are probably some who would argue that it is of even greater value at the secondary level. When students are often dealing with more complex or difficult things in their personal lives and finding their way through hormones, tricky relationships and their own emerging personalities, it is vital that the classroom is a safe place for them to thrive. How do you create an environment that is inviting? How do you present yourself and your room as a place where they can be themselves, yet also where there is enough structure and support for them to learn effectively? We believe that those first few weeks in August are vital in setting the stage for the rest of your school year. Here are some ideas for you to consider:

Your classroom environment. The emphasis on bulletin boards and colorful rugs and comfy places to read tends to taper once we reach the high school level, but there is still value in putting effort into making your classroom appealing and relevant! Read this blog post to get you started. (<http://createdforlearning.blogspot.com/2014/08/18-things-to-consider-when-decorating.html>)



PC: www.sheilajaneteaching.com

We also love this infographic about different ways of greeting students. What a fantastic way to start each period!



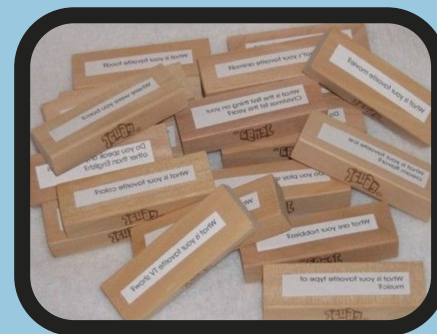
PC: www.teachthought.com

Teacher/student relationships. You've probably already had lots of precautionary information hammered into you from pre-session and other professional development meetings about the care with which you must proceed with teacher/student relationships. But in addition to general issues like not being alone in a room with a student or how male teachers handle dress code violations of female students, what do *you* want your relationships with your students to look like? Do you post your cell phone number publicly or guard that with your life? Do you have students as Facebook friends or only after they graduate? Do you have posted office hours or are your students able to call you at home? There are no right or wrong answers to these questions, but they *are* things that you should think through from the very beginning. Building community. What are some ways in which you can develop a feeling of community and safe space in your classroom?

Team challenges:

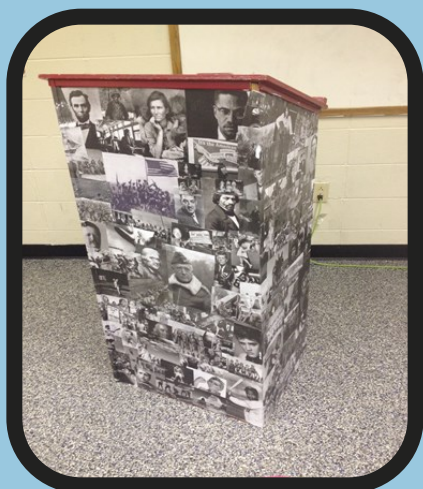
[Tallest cup tower](#)
[Marshmallow challenge](#)

Open-ended conversation starters such as this adapted Jenga activity:



PC: www.bloomingtogether.tumblr.com

Setting the stage at the beginning of the year takes a lot of effort, but we know it will be well worth your time and energy to create an environment in which your students can thrive over the next ten months.



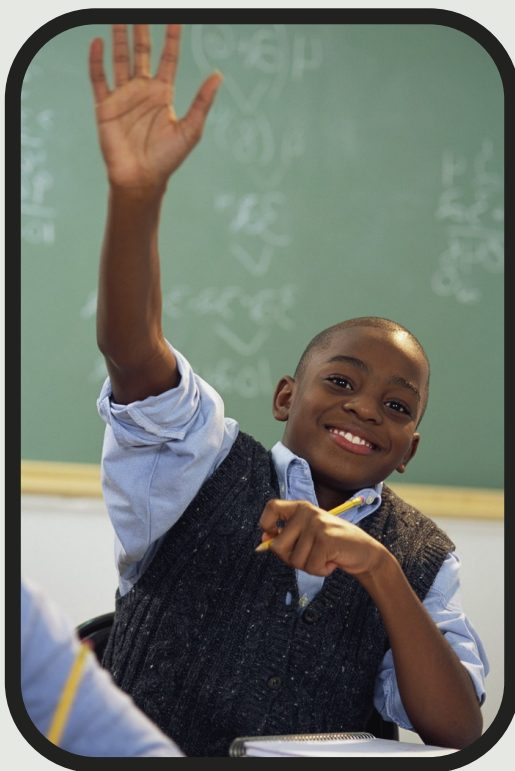


The Desk: notes for the administrator

Growing Attitudes of Success

The term “growth mindset” has become somewhat of a buzzword in the field of education. There is much conversation over the work of Stanford University psychologist Carol Dweck and her theory about people’s motivation and perception of intelligence. According to Dweck (“The New Psychology of Success”), there are some people who believe that intelligence is an innate ability – something that is neither changeable nor can be developed further. These people tend to fear failure and seek only to do what is within their sphere of capability. Others, however, believe that intelligence and aptitude can be increased through sheer effort and perseverance. This type of “growth mindset” means that these individuals are more willing to try new things, set goals and push themselves to work harder.

But while the results of this theory have mostly been focused on students and cultivating their attitudes and perceptions in the classroom, there is definitely something there that you can draw your teachers’ attention to as well. Not only is it always beneficial for teachers to understand and model what they’re asking of their students, but developing and nurturing a growth



mindset in adults can be equally helpful.

How can you encourage this approach as a leader on your campus? How can you help develop an attitude on campus that making mistakes is okay – encouraged even! – and that one can always keep growing, learning and improving oneself?

Allow time and space for new ideas. Google famously allows its employees one day a week to spend following their passions –

which is paid off by increased innovation and creativity. Other organizations have followed suit, and there is even a term for it now - Innovation Time Off or “ITO.” Is this something you could implement on your campus? Is there a way of working into the schedule one period a week where your staff can feel free to develop a concept they’ve been incubating or pursue an idea further?

Be transparent. Include your staff in this process and let them know what you are after here. This is a collaborative effort that should be shared amongst your entire team.

Set corporate goals. Part of a healthy growth mindset is choosing things to work on and going after them. What would you and your staff like to achieve this school year?

Seeing their teachers modeling and actively working on developing their own growth mindset can be an incredibly powerful thing for the students on your campus. Even *more* valuable, however, is the opportunity for your team to share in this experience of growth together

The Bulletin Board

notes for the whole community

Last month, we asked the **CRAE** Connection community:

“Describe your summer in five words.”

Here are a few of the responses we received:

“Family time, make memories, relax, refresh, prepare.” -Cecilia Sanchez, first grade teacher, Callexico Mission School, Callexico, CA

“Family, friends, beach, sunset worships, reading great controversy.” -Lara Melashenko, Principal, Chinook Winds Adventist Academy

“Family, beach, ASCD, LOVE & LOGIC, bought books!” - Phyllis Park Radu, head teacher, Grades 1-8, Countryside Adventist Elementary, Spokane, WA

“Short, exciting and God fearing!” -Melissa Buchanan, volunteer, Central States Conference of SDA

“Teacher becomes student TEFL Certification.” -Edith Pereda, ESL & religion teacher

“Family, grandkids, beach, swimming, PBL, STEAM planning.” -Joy Ververka, 3rd & 4th grade teacher, Rogers Adventist school

Thank you for your responses!



Next month's question:

“In your experience, how do you most successfully help motivate a student to learn?”

CRAE: keeping you informed

Submission Guidelines

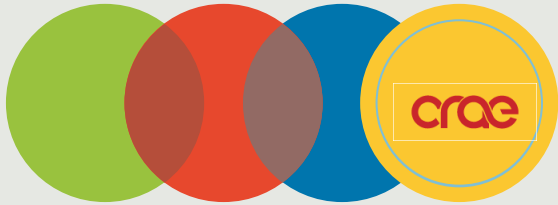
The *CRAE Connection* seeks to publish research-based and research-driven articles that have practical applications in the classroom and on campus.

Article submissions

- Please submit a complete manuscript, between 300-600 words.
- Include full contact information: phone, email, and mailing address.
- Manuscript should be submitted as a .doc, .docx, .txt., or .rtf file to crae@lasierra.edu, subject title: *Connection* Article Submission
- Please allow up to 1-2 months response time for *Connection* editors to review your submission.
- If we accept your article, you will receive an acceptance letter detailing your rights information as well as any revisions we'd like you to make.

Topic submissions

- *Connection* editors welcome all topic suggestions. We are always looking for relevant topics that appeal to our readers and will carefully consider all recommendations.
- Please submit topic suggestions to crae@lasierra.edu, subject title: *Connection* Topic Submission



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Brain Blurb

A Harvard Business study revealed remarkable statistics relating to goal setting and success. 83% of the population does not have goals. 14% have a plan in mind, but are unwritten goals. 3% have goals written down

The study found that the 14% who have goals are 10 times more successful than those without goals. The 3% with written goals are 3 times more successful than the 14% with unwritten goals.