Faith Integration and Interdisciplinary Studies

Sherry Camp

Omega Graduate School

Date (February 18, 2024)

Professor

Dr. David Ward

Assignment

### *Developmental Readings*

Review Assignment #3, the course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

* Refer to the “[Student Guide to Developmental Readings](https://drive.google.com/file/d/161V_FaYR2BnNGCSFUlWPjUSIQzcH04Hq/view?usp=share_link)” for updated information on sample comments, rubrics, and key definitions related to developmental readings.

**Source One:** Gross, R. N. (2022). *Public vs. private: The early history of school choice in*

*America*. Oxford university press.

**Comment 1:**

**Quote/Paraphrase:** “…public school systems were largely the product of American Protestants who drew on the model of locally supported schooling established in Puritan New England and believed that effective education could never be severed from religious instruction,” (Gross, 2022).

**Essential Element:** Faith Learning Integration

**Additive/Variant Analysis:** The quote above is additive to my topic. The early

church in New England strongly believed biblical instruction should be part of

public school education, using the terms, should not be severed (cut out, broken

off, deleted, removed). It states that religious teaching should never be taken

away from a child’s education. It also supposes that all children had a religious

upbringing. This is modeled also in other country’s founded on biblical principles.

It needed to continue in every academic subject: classical Christian education.

**Contextualization:**  Pertinent to my administrative role as principal to middle

schoolers, I maintain that this is the correct course for education. Not only do our

students receive instruction in academics from a biblical worldview, but they also

have Bible instruction as part of their everyday courses.

I would love to have a “fly on the wall” in classrooms taught in the early days of our American heritage. Did they intertwine regularly biblical worldview teaching in reading of literature, mathematics, science, and history? Or did they merely teach Bible as part of daily curriculum? To understand God in all things, teachers should teach Him in all academics.

**Comment 2:**

**Quote/Paraphrase:** While in the 21st century, a few states have voucher programs that encourage parents to have choices for their child’s education, whether in public or private schooling. However, many public schools lose families due to their own state’s department of education new laws and procedures (Gross, 2022).

**Essential Element:** Learning…to Change the World

**Additive/Variant Analysis:** Although there are 16 states in the USA who have

voucher programs for family and 26 states with school choice, not everyone in

their states uses this opportunity and choose to remain in public schools. There are

many reasons why public school is better for families and is a personal family

decision according to what the family believes is best. Additive to my topic, this

paraphrase is one in principle that others need to consider as they converse as a

family to understand that each child has the ability to be a world influencer

of change.

Even Christian families have goals for their children and believe that

public schooling is best for their child. They don’t know what they don’t know, or

perhaps they do. However, the grace of God covers the Christian student

wherever He goes.

**Contextualization:** I am privileged to talk with many parents about education

and schooling of children. Having worked in both public and private schools and

researcher of education, I count it an honor when asked about my opinions. The

ability to teach in a private Christian school and academics from a biblical

worldview daily is an opportunity to teach truth and education success for each

child. I ask them, “What is God calling you do for your child? It is your

responsibility as a Christian parent.

Some private schools cannot afford extra amenities in athletics, music, and the arts. There are a few private school systems who do well in these areas because of extra funding in school donations, but for many families who want more amenities for their athletically driven child or musically talented child, public school may be a better option with more opportunity for growth.

But again, does a Christian family sacrifice biblical worldview teaching in public schooling? Yes, I believe so. Would knowing Jesus in every subject of education make for a world changer? Is it logically consistent for a Christian student to know?

**Source Two:** Haderlein, S., Marsh, J., Tong, T., Bulkley, K., Jabbar, H., Germain, E., ... &

Mulfinger, L. (2021). Schools and School Choice during a Year of Disruption:

Views of Parents in Five States. Policy Brief. *National Center for Research on*

*Education Access and Choice*.

**Comment 3:**

**Quote/Paraphrase:** “This past year (Covid 19 pandemic) expanded ‘choices’ for

many parents: whether to send their child to school in person and/or online, or in some cases, to a learning ‘pod’ or ‘hub.’ In fact, the nature of school choice has

taken on a whole new meaning,” (Haderlein, et.al, 2021).

**Essential Element:** Interdisciplinary Research

**Additive/Variant Analysis:** Very additive to my course of study is continued

research on the outcome of education and school choice after the pandemic.

Many more parents became concerned about their child’s education, while

Schools were closed and online learning became the primary answer to school’s

teaching.

Parents were the main teachers at home while our country was on a quarantine and all citizens required to lock down in their homes. This was a worldwide decision for all. At this time, parents became more acquainted with their child’s schooling, and for some this was eye opening to see, as for others this was a nightmare not only for them, but for their children as both parent and child experienced forms of trauma and many parents just could not help their child. Teachers, too, experienced this trauma, as teaching online was new for them.

Once society was allowed to return to the workplace and schools, parents

sent their children back to school and all found that much learning had been lost.

At this point more parents researched school choice and desired to have their

children in private schooling with smaller classroom teaching as a better help

for their child to catch up their lost academics.

**Contextualization:** At our school, the pandemic was a struggle to help parents

with the school assignments for their children. Many parents had multiple

children and were helping as well as could be expected. Lots of these parents

were also keeping their own jobs afloat by working online themselves. It was a

hard experience for all.

Parents of good students who were older had a better experience with children who were already accustomed to using computers on a daily basis at school before the pandemic. But younger students in kindergarten and first grade

could not get used to hands on work with their schoolteachers’ faces only.

Once the pandemic was over, our school began to receive many

new applicants from public school. Our school numbers at almost 400

were increasing by 150 more by the next school year. And with the

increase came many problems. Not just academically, but emotionally, as

well. We learned school choice in a very different way. As a Christian

school, did we accept students without first counting the cost, and/or

preparing differently?

**Comment 4:**

**Quote/Paraphrase:** Because of the pandemic, many primary and

secondary traumas with students, families and teachers, staff were noticed

as schools reopened. Students could have been affected by trauma of

online learning and unstable family homelife. School policymakers and

education leaders recognized that this effected student learning and

wanted to add social-emotional supports to achieve better student academic outcomes. They will have to ensure and hold schools accountable for the quality of these supports as well as outcomes, (Haderlein, et.al, 2021).

**Essential Element:** Interdisciplinary Research

**Additive/Variant Analysis:** This paraphrase from the article above opens new

territory for educational systems and their staff and is additive to my research.

Parents and teachers were not prepared for the emotional outcomes of the

pandemic. This brought secondary trauma for many teachers as they took on the

primary trauma of their students. It is important for school systems and their

policy making boards to make the way for these students and teachers, but how?

**Contextualization:** I can understand how a school who is supported by the state

financially can afford to add supports for social-emotional supports for their

children attending school. I do not understand how on limited monies, private

systems can afford this. Although it is worthy, this is another budget line that has

to be added to a school’s expenses. It is important and necessary, however!

If we accept more students who qualify for vouchers, we can receive more

monies from tuition. But the more we accept more students regardless, we are

accepting their difficulties. How does a school make this happen? Where are the

donors to help? Do we ask for volunteers from our churches and Christian

counseling centers?

After the pandemic, we found there were only a few churches with counseling centers and degreed pastors who can help families at no cost. Christian Counseling centers can help, but both Christian institutions have waiting lists 3-4 months away. Is this another world-wide problem? What do we in the Christian school system and the church do?

**Source Three:** Hussein, A. (2022). School vouchers for greater educational equity.*Journal of*

*management & engineering integration, 15*(1), 12-22. Retrieved from

<https://www.proquest.com/scholarly-journals/school-vouchers-greater-educational->

equity/docview/2706457524/se-2.

**Comment 5:**

**Quote/Paraphrase:** Parents may become more involved in their children’s

education as they move their children from public to private schools and

opt to communicate with teachers for their child’s success, as well as,

participate in school activities, volunteer in classrooms, and help their kids

with homework and learn to use online educational resources (Hussein, 2022).

**Essential Element:** Interdisciplinary Research

**Additive/Variant Analysis:** Additive and or variant to my research topic on the future of school choice, the paraphrase above may be used in both positive and negative ways. It will all depend on culture and whether the next generations will use vouchers and school choice scholarships in a private Christian school setting. While most private schools do desire parent partnerships, more and more parents of this generation want to not be involved with their children in school and want the school to take complete ownership of the education of the child.

Most are working parents nowadays and do not have time for volunteering and helping their children with homework. They must maintain a status quo income and be acceptable to a working society.

**Contextualization:** In the school in which I am on the Executive Team, we have

a parent interview process after we receive an application. During the interview

we stress biblical worldview, which is very new to parents. It’s always exciting to

explain how this works through all our academics. We also emphasize

parent involvement, and although some working parents have limitations, these

ones say they will be a part as best they can. Of course, they may say anything at

the interview that will get their child admitted in the school.

At times these are the same parents who do not take time to read

messages, texts, emails and information from teachers and the school. However,

they are already a part. Encouraging them to do be involved as they insinuated at the start becomes a challenge. They end up hurting their child’s feelings.

**Comment 6:**

**Quote/Paraphrase: “**Voucher programs for private schools is a means of

achieving social justice by giving an equal opportunity to low-income students to

join private schools as well as their peers from wealthy families,” (Hussein,

2022).

**Essential Element:** Faith-Learning Integration

**Additive/Variant Analysis:** The additive quote above is one of my favorites.

The voucher program does mean that all may apply. It is a wonderful tool to use

for all diverse groups and income families including international students who

have moved to the area.

It also is a wonderful avenue to explaining the tenets of biblical worldview

to other nations as they are part of our culture now. For students who are born and

raised in America, this becomes additive to their education and worldview to be

educated with people groups, not like themselves.

**Contextualization:** What a wonderful opportunity to work with others in

education. I totally enjoy loving on, teaching, and speaking with diverse families

as they invite to their homes for their meals! Our school population is currently

30% diverse. And it is a privilege to call many of them my good friends!

Also, it is encouraging to watch our Parent Teacher Fellowship meeting

with and enjoying being a part of our Parent Services group. These men and

women meet regularly with those from other nationalities who need help with

language services, homework with their children, and understanding our school

culture. The verse below takes on special meaning to me.

“Go therefore (as you go) and make disciples of all the nations, (*and the nations are coming to us*), baptizing them in the name of the Father and the Son, and the Holy Spirit, teaching them to follow all that I commanded you and behold, I’m with you always to end of the age,” (Matthew 28, 19,20).

**Source Four:** Jennings, J. L. (2010). School choice or schools' choice? Managing in an era of

accountability: a magazine of theory and practice.*Sociology of education, 83*(3), 227-

247. <https://www.proquest.com/scholarly-journals/school-choice-schools-managing-era->

accountability/docview/746584133/se-2

**Comment 7:**

**Quote/Paraphrase:** In this article school principals’ approaches of student acceptance are studied to indicate the selection of students who want to attend their system with school vouchers and scholarships. Accountability is needed.

**Essential Element:** Interdisciplinary Research

**Additive/Variant Analysis:** The approach to study and determine how school

principals approach voucher student selection is additive to my role as a principal.

It is important to understand the bias any principal could have in adding a new

student to his school. It is necessary to have accountability by chosen and

qualified others on his school team to support a non-biased decision on whether a

student is a fit for the school system.

**Contextualization:** Discernment is key to selection of students and determine if

they are mission fit, meaning ability to part of what we believe and receive

teaching training for it. Not only is the application important former

school documents reviewed, in our Christian school, we want to know the

background of the student’s faith journey (if of accountable age) and the faith

journey of at least one of the parents.

Our interview team consists of the Registrar, the principal, the assistant principal,

and the testing coordinator (if it is determined the student must take current state

testing). All of us interview the student and parents, and send them home by

letting them know we will be in touch. Then together we pray together, discuss

and listen to each other about our findings before a decision is made. Team effort

is best!

**Source Five:** McCluskey, N. P. & DeAngelis, C. A. (2020). *School choice myths: setting the*

*record straight.* Cato institute. Washington, DC.

**Comment 8:**

**Quote/Paraphrase:** “Americans already are highly stratified by race, income and

myriad other factors according to where they live and hence, what public school

they attend. Moreover, what research exists (more is needed), suggests that

choice, not compulsion, holds the greatest potential, at least in education to bridge

the divides,” (McCluskey & DeAngelis, 2020).

**Essential Element:** Interdisciplinary Research

**Additive/Variant Analysis:** Today in USA, parents compare themselves with

other parents and children with other children. Cars, houses, vacations, sports

teams, schools of higher education for their children, are just to name a few.

School choice should be most important, however. Communication, including

hearing, listening, and speaking to learn and relate to others, are keys to

relationships.

**Contextualization:** Life is about relationships, as God demonstrated in and

through Jesus Christ as He walked on this earth. Knowing how to relate is

important in school settings with students, teachers, staff, administrators and

families. Asking fundamental questions and being sincere and focused on others

and their answers is needed.

Knowing that the grace of Jesus is sufficient for each Christian family and

their child wherever he/she attends school is important for a parent to realize.

Bridging gaps of differences is necessary in our economy of education. When I

realize that a child is not mission fit for our school, it is important to recommend

to parents’ other good schools in the area where their child’s needs may be better

met.

**Comment 9:**

**Quote/Paraphrase:** “The ideal system to achieve sustainable bridging integration

in education is one in which educators are free to establish schools as they see

fit—religious, arts based and so on—and families are free to choose among them

(McCluskey & DeAngelis, 2020).

**Essential Element:** Worldview Literacy in Research

**Additive/Variant Analysis:** Additive and variant to this topic of school choice is

the above. A society in which educators are free to make schools as they see fit

can be a necessary a passion for them. This is not only appropriate for the

policymakers and owners of the school, but excellent opportunity for Christian

parents to choose Christian schools for their students.

But it also could prove a detriment if the educator’s worldview is biased toward their human beliefs. There could be schools of Humanism, Marxism, Easter Pantheism and Postmodernism schools established. Parents would need

to know what they personally believe and what they want taught to their children

in these schools.

**Conceptualization:** It is hard to believe that some parents and students in the

Christian school do not know what they believe, why they believe it and

certainly, why it’s important for them to know. I wonder many times, “What is

the Christian Church teaching today? How are they influencing their parishioners

to believe about education?”

Certainly, Faith and Truth through the gospel of Jesus Christ is foremost,

but I do not hear it preached much today. When will Christians return to keeping

the main tenets of the faith, the main teachings of the faith? Then, how will

knowing these things effect our school systems?

**Comment 10:**

**Quote/Paraphrase: “**Research indicates that school choice in the United States

helps bring people together,” (McCluskey & DeAngelis, 2020).

**Essential Element:** Interdisciplinary Research

**Additive/Variant Analysis:** Additive and variant to the topic of the future of

school choice and vouchers, this quote proposes that school children and families

who have not have opportunity to learn together with those not like them, will

have a better chance to learn from each other.

Our school systems, however, will have to use parameters in selecting who is to join these institutions as part of the school’s mission and vision statements. It puts much pressure on the admissions teams to choose wisely.

**Conceptualization:** Although it will be a wonderful idea for all families to select

their school systems, it is a huge responsibility for schools to know those families

they select to be part of their school before they enter. In our school, this is a

matter of much prayer before we look at profiles of students, both academically

and socially.

In Christian school, how will we determine that we are the best fit for the student? Prayer, discernment, and conversation with our team is essential. Our team is considering accepting qualified students and then meeting again with parents and students at a six-week follow up meeting to discuss how they are doing. At this point we would have information from the teacher, staff, and others who have worked with the student. Would this ensure parent partnership with the family?

**Source Six:** Moschetti, M. C., & Verger, A. (2020). Opting for private education: Public subsidy

programs and school choice in disadvantaged contexts. *Educational policy*, *34*(1), 65-90.

**Comment 11:**

**Quote/Paraphrase:** “Sociological research on school choice has mostly been

dominated by studies analyzing the experiences of middle-class families rather

than marginalized or minority populations,” (Moschetti &Verger, 2020).

**Essential Element:** Interdisciplinary Research

**Additive/Variant Analysis:** The additive quote above is pertinent to my research,

since more research has been given to those qualified for the program in middle

class families alone. It is true, however, school choice is open to all qualified

students in US where states are allowing it. Why, then, are there not more

minority families entering school choice and voucher programs? Are they not

aware? What are they afraid of? How can we help?

**Contextualization:** This topic of research is of upmost importance. How can we

say as a nation that school choice is available to all if it does not appear to be?

Asking questions of others, both concerned families, and the schools as to how we

can make school choice options known is important.

In our school, I see that most disadvantaged and minority families are led by single moms. These women are strong supporters of their children and they know exactly what they want for their children and what’s available to them. It is interesting that we never hear from the fathers of these children. This is another area of great concern for the Christian school and church who want to help the whole family for the success of the child.

**Source Seven:** Potterton, A. U., Edwards, D. B., Yoon, E.-S., & Powers, J. M. (2020).

Sociological contributions to school choice policy and politics around the globe:

introduction to the 2020 PEA yearbook. Educational policy, 34(1), 3-20.

<https://doi.org/10.1177/0895904819881150>

**Comment 12:**

**Quote/Paraphrase:** “Through sociological lenses, concepts such as legitimacy,

autonomy, agency, institutional logics, bounded rationality, parental

accountability, and the different forms of capital can help provide new

perspectives on the way school choice policies are enacted by policymakers,

administrators, counselors, and teachers,” (Potterton, et. al, 2020).

**Essential Element:** Interdisciplinary Research

**Additive/Variant Analysis:** The quote above is additive to my research in that it

implies more research is needed around the world in school choice initiatives.

While most organizations are concerned with the academic outcomes only,

socialization of these students, families, and the stakeholders of the school,

including school board, administrators, faculty and staff, should be major points

of research. Academics alone does not make the student a successful citizen.

**Contextualization:** How will research be established on the booming topic of

school choice and vouchers since the pandemic of 2020? Are not only students’

academic outcomes important, but also sociological issues that missed?

As parents move into schools, other than public, using school vouchers, they may not be aware of all that is involved in this process and how it may effect their child without being willing to accept new challenges. It is a much greater decision that involves more than academics and smaller classrooms for their child. For school administrators, this is also a challenging weight as they must decide to accept the student or not. It can only be done through much prayer and conversation.

**Works Cited**

Gross, R. N. (2022). *Public vs. private: The early history of school choice in America*. Oxford

university press.

Haderlein, S., Marsh, J., Tong, T., Bulkley, K., Jabbar, H., Germain, E., ... & Mulfinger, L.

(2021). Schools and School Choice during a Year of Disruption: Views of Parents in Five

States. Policy Brief. *National Center for Research on Education Access and Choice*.

Hussein, A. (2022). School vouchers for greater educational equity.*Journal of management &*

*engineering integration, 15*(1), 12-22. Retrieved from

<https://www.proquest.com/scholarly-journals/school-vouchers-greater-educational->

equity/docview/2706457524/se-2.

Jennings, J. L. (2010). School choice or schools' choice? Managing in an era of accountability:

a magazine of theory and practice.*Sociology of education, 83*(3), 227-247.

<https://www.proquest.com/scholarly-journals/school-choice-schools-managing-era->

accountability/docview/746584133/se-2

McCluskey, N. P. & DeAngelis, C. A. (2020). *School choice myths:* ***S****etting the record straight.*

Cato institute. Washington, DC.

Moschetti, M. C., & Verger, A. (2020). Opting for private education: Public subsidy programs

and school choice in disadvantaged contexts. *Educational policy*, *34*(1), 65-90.

Potterton, A. U., Edwards, D. B., Yoon, E.-S., & Powers, J. M. (2020). Sociological

contributions to school choice policy and politics around the globe: introduction to the

2020 PEA yearbook. Educational policy, 34(1), 3-20.

<https://doi.org/10.1177/0895904819881150>

*The NASB Bible*. (1965).