

PLENARY AND WORKSHOP SYNOPSES

Thursday, June 13

8:30 AM Plenary Session

Plenary: Arrogance and Humility: Worlds in Collision

Douglas Wilson

As we are engaged in the endeavor of building an alternative school system, one natural question arises. Alternative to what? How can we be countercultural without knowing what culture we are countering, and what culture we are countering with? Not surprisingly, the key to understanding this is understanding the lordship and supremacy of Jesus Christ. That sounds good. But before the battle for the Bible is the equally crucial battle for the dictionary. And understanding that is the key to understanding pretty much everything.

Thursday, June 13

9:50 AM Workshops

Incorporating “Station Rotation” in Your Pre-Polly or Grammar Classroom

Ellen Battles

"Incorporating Station Rotation in Your Pre-Polly or Grammar Classroom" is a presentation on how to practically implement learning stations in the classroom. Station Rotation is a wonderful tool to review, reteach, and assess content, all while encouraging cooperative learning with the use of small groups. This talk will explain the importance of this method and how to incorporate it in your classroom. This session is designed to give practical methods of teaching students in the grammar stage by actively engaging them with small groups, manipulatives, activities, and games. This session will be especially helpful for teachers that are new to a classical pre-polly or grammar stage classroom.

Stage or Subject?: Embracing Dialectic to Make Sense of Logic

Sean Johnson

"What is truth, anyway?" quipped Pontius Pilate . . . or was it the C-student in your logic course? "Logic" is a term that seems to lose definition the more classical educators attempt to make practical use of it. Dorothy Sayers gave a great gift to the modern classical ed. movement when she used the Trivium to classify the stages of child development, but our application of her insight often muddies the curricular waters. Is logic a stage—a phase of education that encompasses all subjects (e.g., "We call our middle school the 'Logic School.'")? Is it a particular academic subject full of Ps, Qs, and fallacies? And what do either of those have to do with truth, with goodness, or with "arts," liberal or otherwise? In my talk I will give a brief history of the second liberal art—also known as "dialectic"—and make the case that in our further recovery of classical dialectic we stand to gain a broader understanding of how logic fits into every facet of a classical Christian education and a keener sense of our own duty to train up responsible logicians.

Lifetime Learning: The Nature and Vision of Classical Christian Education

George Grant

In this workshop we will explore both the unity and the diversity made possible by the distinctive principles of classical Christian education—with a little help from the Swiss Family Robinson.

Talk Matters: Stewarding the Tools of Persuasion from K-12

Titus Szymanowski

While the rhetoric stage doesn't begin until high school, the ability to persuade develops long before then. (If you have ever spent time with toddlers, then you know just how persuasive they can be!) Therefore, teaching students how to biblically steward this gift of persuasion should occur long before rhetoric school. The daunting task that faces classical Christian educators and administrators is not graduating eloquent students, rather it is graduating students who use such eloquence to advance the Kingdom of God above their own agenda. If this is truly our desire, then every teacher has a part to play. This workshop equips K-12 teachers with a common vision concerning classical Christian rhetoric and its proper stewardship.

Singing the Lord's Song: What Shall We Sing?

Gregory Wilbur

The first role of music in classical education is the training and forming of affections. What place does music have in our model of education and how can we determine what is appropriate to sing and play? Is it possible

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that we are working against our foundational educational principles by the content of our singing?

"What Happens in the Halls" vs. "What's on the Wall"

Richard Halloran

Every school has a mission statement hanging "on the wall" of their school. Yet, what happens "in the halls" of our schools determines how well we are implementing our mission statement. In this workshop, we will briefly discuss what makes a good mission statement and the mission statement's relationship to your portrait of your ideal graduate, but will spend more time on some key essentials that enable you to implement your school's mission statement.

Jump-Start Athletics in Your Small Christian School

Travis Johnson

Are you considering the addition of team sports to your growing Christian school? Are you concerned about retention between grammar school and logic school? Regents School began to tackle the hurdle of sports in 2012, its fourth year of operation, with only 49 students. You can do this, too! Travis Johnson, our athletic director, will share his experiences on and off the court and help your school keep a proper perspective on sports. Teach your athletes (and parents) to love what is true, good, and beautiful!

"A Wardrobe of Images": Classic Literature and the Moral Imagination

Daniel Coupland

A central purpose of reading literature is ethical in that great stories teach us what it means to be genuinely human. Stories form our character by giving us a "wardrobe of images" that we draw upon to make moral choices in life. This wardrobe is the moral imagination. This session will define the moral imagination, explain why it is such an important part of a classical education, and explain why classic literature is an especially effective means of cultivating it.

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11:10 AM Workshops

Pre-School, Kindergarten, and School Readiness in Classical Christian Education

Christie Wright

"How can I prepare my toddler in the next few years for a classical, Christian education?" After addressing this question dozens of times to concerned prospective parents, this classical Christian education administrator set about a two-year, deep dive into the world of brain research, school readiness research, and best enrollment practices across ACCS schools in an effort to discover what the real needs are for three to five year olds and how to best serve their parents and teachers as they prepare children for 13 years of classical Christian education

Parental Tools for Shaping Truth, Goodness, and Beauty: Cultivating a Deuteronomy 4:10 Culture

Amber Burgin & Destiny McPheeters

This workshop will share how Regent seeks to honor parents' responsibility to develop their children's love of truth, goodness, and beauty. Two practical examples will be given: family and school Bible reading and family and school literature reading. These examples are not exhaustive, but provide a framework for making curriculum choices that encourage family cooperation. They are the beginning of a conversation to cultivate school cultures that honor Deuteronomy 4:10, "Assemble the people to Me, that I may let them hear My words so they may learn to fear Me all the days they live on the earth, and that they may teach their children."

Including and Supporting Students with Disabilities in the Classical & Christian Classroom

Leslie Collins

In this workshop Leslie will share strategies and principles for effectively including and supporting students with disabilities in the classical and Christian classroom at all grade levels. Real-life examples and lessons will highlight successful and unsuccessful attempts. If time allows, attendees can collaborate on new applications based on audience participation.

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The Paideia of God

Douglas Wilson

Paul tells Christian fathers to bring their children up in the nurture and admonition of the Lord. One of the words he uses here in Ephesians 6 is *paideia*, which for the ancients was a loaded term. Shoe, and table, and glass are common nouns. *Paideia* is freighted with meaning, an abstract noun that was a big Hellenistic deal. My understanding of *paideia* in this sense (the sense I believe Paul is using) would be summed up with the word enculturation. But enculturation presupposes a culture, and so this workshop explores what the “paideia of God” might mean.

A New Method for Commonplacing: Cultivating an Affection for Commonplacing in Students Using Tolkien and the Great Ideas

Chris Browne

Attendees will be introduced to an easy exercise they can do with students that will cultivate an affection for commonplacing in their students. Attendees will also be given very practical tips on how to organize their commonplacing program in a way that enhances student affection for commonplacing, provides continuity in their program across grade levels, directs students towards virtue and the Great Ideas and eternal truths, and incorporates commonplace books into all classrooms.

Hugh of St. Victor and Philip Melanchthon on the Moral Formation of the Intellectual Appetite

Brian Williams

Like every appetite, the intellectual appetite must be morally normed. The practice of education is the primary means by which this is done because education orients the intellectual appetite toward certain ends and directs it away from others. Many contemporary educators exclusively orient students and their intellectual appetites to one of three ends: the moral formation of the ideal citizen, the intellectual formation of the disciplinary specialist, or the practical formation of the skilled worker. The classical Christian tradition, represented in this talk by two of its most important representatives, Hugh of St. Victor and Philip Melanchthon, affirms versions of all three of these without reducing the ends of education and the intellectual appetite to any one of them. By affirming these multiple integrated ends, Hugh of St. Victor and Philip Melanchthon help us see how education and the moral formation of the intellectual appetite prepares students to love God, serve their neighbors, and move toward their own flourishing.

Rethink Rhetoric—An Ethical Rather Than a Scientism-Based Foundation for our High Schools

Scott Yenor

The Students Speak for Themselves: Creating and Running a Premier Student Ambassador Program

Elizabeth Perkins

Are you overlooking your biggest asset in marketing your school? A premier student ambassador program can be a wonderful selling point for your school—what better way is there to demonstrate the results of your program? An ambassador program can be hard work, but the effects can be amazing. At Westminster, nearly every individual tour is conducted by student ambassadors. The result? Over 90% of our new families tell us that the student ambassadors played a significant part in their decision to join our school community. In our time together, we'll look at how to start, maintain, and grow your student ambassador program including how to select, train, and schedule your students.

Is There Really Such a Thing as Christian STEM?

Mitch Stokes

One of the most difficult issues (still) facing classical Christian educators is how to teach the STEM disciplines from both a distinctively Christian point of view, and as part of a genuinely liberal arts education. But as the STEM professions become a crucial area of Christian ministry, we must continue to learn how Christianity makes a difference to STEM education and how a liberal arts education is the best way to make this difference. This

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talk will look deeper at how a Christian liberal arts education is crucial for understanding the STEM disciplines, and offer practical suggestions for implementing this understanding into the curriculum.

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1:45 PM Plenary Session

Lesson's from China: Walking Faithfully Under Persecution

John Smith

Classical Christian education is beginning to take root in China, but it is doing so at a time when government persecution against the church is growing more and more severe. What do you do when police seize your school and arrest your students? How do you respond to a secular government that demands absolute, ideological allegiance? How can a Christian school provide a liberal education—the “education of a free man”—when its teachers are in chains? Hear how classical Christian schools in China are dealing with these challenges and how we in the West might learn from them.

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2:55 PM Workshops

Pre-K and Kindergarten: Shepherding Hearts or Behavior Modification

Kristina Pierce

How does your classroom differ from your local neighborhood public school? Or even your nearby Christian school? If your answer is only found in curriculum or philosophy, I would argue you will never fully impact the next generation of millennials for Christ. While discipleship and biblical growth is the responsibility of the head of each home and their home church, are you coming alongside your students' parents and shepherding the depths of each child's heart? Does every subject you present point your class to the gospel of Jesus Christ?

Chants, Songs, and Sound-Offs—Now What?

Travis Lockyer

I would suspect that the vast majority of grammar teachers that have any formal education training have very little frame of reference on how to carry out classical pedagogy in their current classroom. The training from the universities is not equipping them and schools are struggling in mentoring these teachers because of the width and depth of classical education. The classical philosophical resources seem to be plentiful but there seems to be very little to say about how does this look on a Tuesday in 3rd grade with my kids? This session will help define the first tools in the toolbox for grammar teachers in classical Christian education by demonstrating how to implement these instructional strategies in a very practical way that is meant to teach the teacher so they can use them day one in their classroom. Teachers that are new to teaching or new to classical Christian teaching will walk away with a clearer picture of how to implement a classical pedagogy in their classroom. Veteran teachers will find things that will affirm their practice or remind them of highly effective instructional strategies to dust off or how to tweak them to make them more effective.

Beauty Matters: Creating a High Aesthetic in School Culture

Steve Turley

From classroom decor, to poetic infusion, to music and art appreciation, classical Christian education recognizes that students can have a higher aesthetic, if teachers model a love of beauty. This workshop will explore what beauty actually is, and how it relates to ordering the loves of our students. We will then look at practical ways in which our schools can be spaces of beauty wherein our students' aesthetic sense flourishes.

Building on the Foundation of Shurley Grammar with Daily Grammar Practice

Christian Tillman

This is a presentation about how to practically implement daily grammar lessons in the logic and rhetoric levels of learning. This talk will discuss the importance of reviewing and maintaining the foundation in grammar that secondary students received during the grammar stage of learning, while also challenging them to build on their knowledge of grammar. This session is designed to encourage and inspire other classical Christian schools and educators as they seek to expand on the excellent foundation of Shurley Grammar by continuing

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to incorporate grammar instruction at the logic and rhetoric levels with daily grammar practice, a simple, logical, and repetitive teaching method and grammar curriculum.

Music is Core, Especially in Small Schools

Wade Butin & Maryanne Martin

Music is a language with its own unique grammar and history. How can a grammar school teacher at a small school teach this language effectively in a few short classes a week? How does a choir director develop a top-notch vocal program with small numbers and varying levels of ability? Come and find out how two music teachers from Texas tackle many of the problems small schools experience.

Answering the Spectral Malaise of an Invertebrate Culture and Other Cheerful Suggestions - The Power of Christian Paradox to Make Teachable Moments Transformational

Keith Castello

From the ruins of the past we erect a flourishing for the future. The goal of this session is to encourage participants in the classical Christian school movement to recognize and utilize difficult and even bitter circumstances for transformational impact. Christian theology and history are rich with paradoxes. Christian paradoxes carry immense redemptive power. In fact, they can make teachable moments truly transformational. How should we approach overwhelming difficulties with faith-filled expectancy? How could this alter our attitudes and actions? How do these responses shift culture and instruct observers? Isaiah prophesied, "But he was pierced for our transgressions; he was crushed for our iniquities; upon him was the chastisement that brought us peace, and with his wounds we are healed" (Isaiah 53:5). We will strive for new perspective on harsh circumstances.

Rethink Rhetoric: Declamation as Capstone

Chris Schlect

Roman teachers organized the rhetoric curriculum with declamation exercises as the capstone. Earlier exercises did not build toward theses, but to declamations. The most important of these exercises, called *controversiae*, are practice speeches in legal cases. This workshop will offer numerous examples to explain how these exercises can be appropriated today.

Tales as Old as Time: On the Origin, Structure, and Use of Fairy Tales

Daniel Coupland

This session will provide participants with a useful definition of fairy tales. It will continue with a brief history of fairy tales and describe some of their common features. Participants will hear why fairy tales have been—and should be—an important part of a child's literary education. The session will also provide educators with practical advice on how best to introduce and use these stories with their students.

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4:15 PM Workshops

Meet Peers for Kindergarten & First Grade Teachers

TBD

Meet your peers to discuss classroom and school related topics.

Meet Peers for Second & Third Grade Teachers

TBD

Meet your peers to discuss classroom and school related topics.

Meet Peers for Fourth & Fifth Grade Teachers

TBD

Meet your peers to discuss classroom and school related topics.

Meet Peers for Sixth Grade Teachers

TBD

Meet your peers to discuss classroom and school related topics.

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Calculus for Everyone?

Mitch Stokes

Although calculus is seen as a luxury for most students, it is actually one of the best ways to integrate mathematics with the humanities. In fact, every Christian liberal arts student should take calculus before leaving high school. But this is a hard saying; who can accept it? This talk will explain why such a proposal is eminently reasonable while also offering practical suggestions for carrying out the proposal.

Rethink Rhetoric Panel: How to Convert Your Thesis Project . . .

Panel Discussion

God's Garden: Cultivating and Growing Schools

Pam McKee

Whether you are a parent, teacher, or board member that God is calling to begin a new school or an established school administrator, most school leaders desire to establish schools and employ school systems that will last the test of time. Planting and growing successful schools requires foresight and planning—just the same as planting and growing a thriving garden. Boards and administrators will want to begin with the end in mind, which necessitates deliberant and prudent long-range preparation. This type of “gardening” will produce healthy growth and increase student enrollment. Since school growth is determined by every element from advertising to actuality, what purposeful and decisive steps can school administrators take to promote and even ensure growth? This presentation will review many of these elements and will offer sound, useful, and tried-and-true strategies for growing “God’s Garden”—your school. In addition, several unique and fun marketing activities will be introduced that could easily fit any size school and budget.

Sophists v. Plato: How to Escape from the Dark Cave of Relativism and Nominalism

Louis Markos

As far back as the Sophists of ancient Athens, critics of religion have declared that goodness, truth, and beauty are all relative terms, that words like justice have no fixed meaning and shift wildly from city to city and culture to culture. Plato played a vital role in establishing the reality of absolute ideas, a key Platonic notion that was echoed by such great Christian thinkers as Augustine and Aquinas, and that helped Christian Realists to resist the Nominalists of the Middle Ages. C. S. Lewis added his own defense of Realism by arguing that a universal, cross-cultural moral code exists and is binding on us.

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Friday, June 14 8:40 AM Plenary Session

Plenary: On Stranger Tides: Maintaining Balance in an Unbalanced Culture

George Grant

What lessons can we learn from the heroes who have gone before us in perilous, fractious times? How do we stay focused on our core mission when that mission seems to be an offense to so many around us? Chalmers, Spurgeon, and Kuyper show the way.

Friday, June 14 9:50 AM Workshops

Memory in the Grammar Stage

Leslie Collins

This workshop will present practical ideas for implementing grammar methodology in the classroom. Attendees will leave with tools for helping students memorize information effortlessly as they are filled with excitement, joy, and wonder. Whether this is your first year or your twenty-first, this workshop will give you tips and tools for the journey.

Primary Sources in the Grammar School History Class

Wendy Phillips

The reading of primary sources is usually reserved for logic and rhetoric students, while reading “books about books” is standard procedure for our younger scholars. Why not train your grammar students to develop the skill and appetite for reading primary sources? True, reading Herodotus, Livy, and Plutarch can be difficult for the grammar student, and finding sources can be time-consuming, but have no fear! In this workshop, we will cover the process of finding primary sources, choosing appropriate selections, curating accompanying art, artifacts, and maps, and developing graphic organizers to enhance each history lesson.

Effective Classroom Discussion

Chris Schlect

There is more to discussion than merely getting students to talk about the material. There is more to it than provoking their opinions. Is your classroom a place where students think well, listen well, and speak well? What practices stifle those qualities? This practical workshop provides ideas about how to get our students to interact with the material, with the instructor, and with one another.

A Model for Physical Education

Jenny Crockett

What does it look like to have physically literate students in a classical Christian school? How do we give them tools that prepare them for a lifetime of fitness? This session will explore a number of resources and some historical models that provide very meaningful solutions. Students at Highland Rim Academy are benefitting from the adaptation and implementation of many of these methods. Come and hear about a “new, old way” of doing P.E.

Teaching History through Masterpieces of Art

Patrick Halbrook

We all want our students to know and to love great works of art, to delight in the beauty of a masterpiece by Raphael or Rembrandt. We also want our students to develop a clear vision of history, understanding the trajectory of Western civilization and the ideas and values that have defined it from age to age. How can teachers accomplish both of these purposes by effectively integrating the study of art and history? In this workshop we will explore the theory and practice of introducing students to great works of art in a way that conveys the values and ideals of the cultures and eras in which they were produced. This Francis-Schaeffer-inspired approach seeks to deepen students’ understanding of history through engaging lessons that tie together art, culture, philosophy, and theology. The concepts and activities presented in this workshop have been developed over the past decade of teaching high school history classes, but can be implemented in any history or art classroom.

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Noble & Free: The Powerful Purpose of Classical Education

Thomas Caucutt

As we struggle with the daily demands of administration or teaching, routine tasks often become ends in themselves and before we know it, we have lost our joy and motivation. Why? Because we have forgotten the end goal of a classical Christian education. Come renew your joy and courage for the mission of classical Christian education and discover new connections between its unique methods and compelling purpose.

AlerT–Best Practice Active Shooter Defense Training for K–12

Grace Creasey

FEMA compartmentalizes preparedness into five specific missions: Prevention, Protection, Mitigation, Response, and Recovery. SafePlans' AlerT (<https://bealert.com>) active shooter defense training program is the only system that provides a holistic approach to the active shooter/violent intruder threat, by addressing each of the five missions listed above. AlerT also helps to establish and complies with the standards of care for K–12 school active shooter defense as outlined in the U.S. Department of Education's Guide for Developing High Quality School Emergency Operations Plans. This seminar will cover: active shooter prevention and response, threat assessment training and the value of threat assessment teams, practical training exercises, age-appropriate training for students, and family reunification processes.

The Cosmic Consequences of Christ's Crosswork

Calvin Beisner

Consider how Christ's work on the cross aimed not only (though most importantly) to reconcile individual sinners to God but to reconcile "all things" to Him, freeing "the creation" incrementally and then completely from the effects of the curse, and humans' role in that as we're reconciled to God and learn to live out the dominion mandate of Genesis 1:28, connected with the Great Commission of Matthew 28:18–20.

Friday, June 14 11:10 AM Workshops

The Beauty of Order in the Grammar School Classroom

Donna Taylor & Sandra Ward

This workshop will address classroom organization in the grammar school and will primarily benefit the new teacher in grades 1–5. The importance of a well-ordered classroom and steps to achieving beauty and efficiency will be discussed. The organization of teacher materials, classroom space, and student curriculum and supplies will be examined. Some helpful time management tips will also be reviewed. Make your classroom a joyful, productive, and beautiful "well-oiled machine."

Training Your Students' Affections through Catechisms

Carl Warmouth

Throughout history, catechisms were used to firmly ground new believers who came to faith in Christ from a variety of worldviews and religions. Catechisms not only give children and new believers a language for the faith, but through the act of catechizing, the teacher is able to train children to love the right things. This workshop will examine the history of catechisms in the Church, the dark implications of neglecting purposeful catechisms, and the effectiveness of using a question and answer format in the classroom. The workshop will cover both the philosophical and practical application of catechisms and how they might fit in your school. The workshop includes video footage of Ambrose teachers and students using catechisms in the classroom.

Debate for Grammar, Logic, Rhetoric Stages

Ramie Phillips & Katherine Schultz

Why include debate in your classical Christian school program? When and how should you introduce it? Even in the upper grammar years, students who have applied their memories to a body of knowledge through classical methods are able to begin using logic and rhetoric in a rudimentary way to begin their training in speaking the truth in love through the practice of formal debates. Come learn why and how to begin including debates. We'll offer a brief introduction to formal academic debate, ideas for incorporating it into your rhetoric class, suggestions on topics, who does the research, how much time to give the debate, and how to assess debates at various grade levels.

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Hands-On Formative Assessment

Bryan Lynch

Ongoing checking for student understanding—formative assessment—is an essential foundation of great teaching. This workshop will give teachers an opportunity to try out several methods of checking for understanding, providing them practical tools they can use in their classrooms in September.

Math as One of the Humanities

Bill Carey

We often think of mathematics as pedagogically and philosophically distinct from the “humanities”. This misleads students about the nature of mathematics and being a mathematician, to their great detriment. This talk will argue that our mathematical pedagogy should resemble that of the other liberal arts, focusing on explanation, argumentation, and discussion. It will also outline how to form a culture of mathematical curiosity, explanation, and discussion in a high school classroom, with examples from algebra II and pre-calculus.

Like a Star Disorbed

Andrew Kern

We hear often about the startling change in thought that occurred up to and including the Enlightenment. However, we aren't often shown what exactly that change was, and that makes us potentially vulnerable to false and simplistic narratives and cultural mythologies that tell us our permitted place in the world. Then what did happen? And how does it affect the way we think and teach today? What do we need to recover if we want to restore the treasures of classical and Christian education? In this workshop, you will learn that the shift was in fact rather simple: thinkers turned away from the search for meaning and replaced it with a quest for power. In the curriculum, this meant that the foundation of knowledge was no longer regarded as grammar but instead was an isolated, idiosyncratic, and exclusive geometry. We live and teach downstream from this cosmic redirection of thought, so we need to think carefully and faithfully about how it has affected us—and about how to ford our way back to the wrong turn (hint: it might not be as far away as it feels). Come and learn how to “re-orb the stars.”

Intentionality and the Legacy of Truth: Succession Planning among ACCS Schools

Amy Shore

"How can we ensure the survival of the classical Christian education movement for the coming generations?" That question launched a project surveying key leaders within all the member schools of ACCS to determine whether they have given any thought, planning, or action to a succession plan for their school. Come hear the results of that survey and dive into the discussion of “what's next” in this journey of preserving our legacy of truth.

Dealing with Bitterness in a Christian School

Douglas Wilson

Bitterness is a corrosive sin, and it rots out every container you try to keep it in. One of the central things that Christian school board members, administrators, teachers, and volunteers must learn how to do, and in a way that gets incorporated into the culture of the school, is confession of sin. And in particular, bitterness is one of the sins that is quite deceptive, and so learning to deal with it is quite important. If this does not happen, then the days of your school are likely numbered.

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1:35 PM Plenary Session

Saving Truth: Clarity in a Culture of Confusion

Abdu Murray

Western culture embraces confusion as a virtue and decries clarity as a sin, especially with regards to sexuality, morality, identity, and religion. "Clarity in a Confused Culture" describes how we arrived at this stage and provides winsome arguments and touching stories to offer clarity to a culture that rejects it, but desperately needs it.

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2:50 PM Workshops

Student Reading Difficulties: Identification, Causes, Prevention, and Solutions

Laura Tucker

Why do some students struggle to read? Where do you begin to identify the difficulty? How do you examine student written work and oral reading to determine the type of difficulty? How do you assist a student who can read but struggles to comprehend what he reads? How do you know if the program and methods you use contribute to student reading difficulties? This workshop will answer these questions and provide practical tools for observing, evaluating, and helping struggling readers. Reference charts will be provided for grammar teachers, administrators, and parents.

Music in the Grammar School Classroom

Mary Rowe

Music is a gift of God for ordering our day, memorizing truth, bringing unity, praying to Him, celebrating our joys, and building esprit de corps. Many teachers, however, are unaccustomed to the practice of integrating music in the classroom or they might lack formal training. In our time together, we will share songs for teaching basic procedures, learning facts, and expressing devotion or delight, all with an eye toward culminating activities and performances. Join us for a workshop that will give practical examples of how to sing your way through the school day!

Practical Trivium Teaching

Terri Covil & Kelly Gardner

We've all read the books, written the papers, and fully support the mission of classical Christian education, so now what? How do you implement that philosophy in the classroom? This practicum will serve to give teachers the tools they need to bring it down to the classroom level. We will apply the trivium to a unit, show how our biblical worldview permeates every lesson we teach, and give educators some practical tools to use in their classrooms.

Colloquium: Teaching Latin in Latin

Thomas Caucutt

Even when advanced students know Latin vocabulary and paradigms well, their enjoyment of classical literature is often hampered by a lack of fluency. In order to correct this deficiency, I have developed a classroom exercise which keeps students speaking & thinking about Latin in Latin. It has quickly become the most entertaining and effective part of my classes.

A Vision for the Everyday Classroom

Chris Schlect

Most schools have adopted mission and vision statements. All teachers prepare daily lessons. Do the two ever meet? How can a school's mission and vision inform routine lesson planning? How can the big picture penetrate a teacher's everyday work? This practical workshop provides strategies and concrete examples of effective classroom lessons and assessments. It offers principles that can apply at every level, but the examples will be tailored to secondary (high school) classrooms. These principles reorient teachers away from the tyranny of "getting through the material" and toward recovering the lost tools of learning.

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Instructing for Impact: Taking Your Lesson Delivery from Good to Great

David Seibel

Classical Christian schools are typically strong on truth, goodness, and beauty but often neglect the corresponding techniques, goals and behaviors. Although theology and philosophy are the queen of the sciences, they don't explicitly give you concrete actionable steps to take in the heat of a school year. In this workshop, you will receive the "Seven Techniques of Highly Effective Teachers." These are not principles or concepts but concrete and actionable practices that will improve behavior and student achievement in your true, good, and beautiful classroom environment. If you are passionate about moving your school from good to great through quality instruction in the classroom, then this is the workshop for you.

The Vision Template—Strategic Planning for Mission-Directed Organizations

Alan Marshall

If you are the leader of an organization with a strong mission but weak vision, then this seminar is for you. If your organization has a strong mission statement but you either don't have a vision statement or your vision statement is not actionable, this seminar is for you. If you need to lead your organization through a re-visioning process, this seminar is for you! This seminar will provide a practical template for the visioning process used in creating an actionable vision statement for a mission directed organization. The vision template provided in this seminar is tailored for any non-profit organization, such as a church or Christian school, with a strong mission statement. The vision template in this seminar is not related to creating a flowery restatement of your mission statement, but rather a detailed and practical vision statement that can be useful in creating a strategic plan. After attending this seminar, you should be able to lead a group of people through a visioning process that produces a practical and actionable vision statement that has buy-in from all relevant stakeholders. After crafting a vision statement following the vision template in this seminar, your organization should be able to move forward with creating an actionable strategic plan following a mission, vision, strategy, goals, and actions hierarchy of strategic planning.

The History of Grades and Practice of Grading

Brian Williams

Letter grades, the 100% scale, and the 4.0 system of grade tracking are ubiquitous features of the North American educational system. However, they do not exist in the classical tradition and are instead late modern inventions that serve little to no pedagogical end. Instead, graded categories were specifically designed to efficiently rank students in order to distribute scarce resources like awards, scholarships, and places at the next academic level. They increase anxiety, competition, cheating, and encourage the consumerist impulse to seek the maximum grade at the minimum cost. Similarly, they decrease intrinsic motivation, wonder, courage, and the delight of learning. This workshop will provide an overview of the history of grades and introduce practices that can minimize the adverse effects grades tend to have on the academic lives of our students.

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4:10 PM Workshops

Enriching Your Classroom Environment Using Your God-Given Gifts and Abilities

Lori Scarbrough

As classical Christian grammar school teachers, we must understand our calling, recognize our spiritual gifts and abilities, and implement these into our classrooms for the glory of God. This workshop will explore this theme and encourage us to be the teachers that we are created and called to be.

Story-Based Learning in Early Classical Education

Gretchen Geverdt

"Once upon a time . . ." Fewer phrases can spark such instant interest as this familiar story opening. Story-telling is a primary mode of input for our littlest learners. But how do you decide which stories are worth being told? How do you present a story so that children learn to comprehend the elements without dissecting the story into lifeless bits? How do you choose books that tell the truth in a world full of mediocre children's literature? This workshop is an interactive, hands-on session. You will see demonstrations of read-aloud techniques, and

PLENARY AND WORKSHOP SYNOPSES

come away with a grid for selecting and reading life-giving stories with your youngest learners.

Raising Sturdy Children

Keith McCurdy

This session will provide valuable insight into current cultural and psychological dynamics that impact our students, their families, and our ability to engage them. Where are we now and how did we get here? From helicopters to snowplow parents, what has the influence of psychological thinking led to with our current view of parenting? How do we recover and then implement principles that will lead to a healthy development of maturity?

The Protestant Powerhouse behind Classical Education

Jesse Sumpter

As we rebuild classical education, it is vital that we reflect on the classical educators of the past and their work on this project. While many people know of Luther and Calvin, I will focus on lesser known Protestant figures: Isaac Watts, Cotton Mather, John Milton Gregory, Basil Gildersleeve, and J. Gresham Machen. I will give a brief overview of these figures to show (1) how they shaped classical education in their times, and (2) reveal the robust history Protestants have of cultivating this educational model. In looking at these figures, we will discover a variety of resources we can draw on today as we continue the work of classical education.

What's the Use? Reepicheep on Pragmatism or the Dangers of a Very Practical Education

Christie Wright

A pragmatic culture will not heel at the doorway of our schools. Our parents and students will drip with it as they enter our classrooms and admissions offices. Classical and Christian educators must consider the issue of pragmatism, especially in light of the accusation that classical Christian education is not very practical. This talk with explore pragmatism and the real usefulness of a classical, Christian education.

Integrated Harmony in the Quadrivium: How Music Makes Us More Classical

Gregory Wilbur

It is rare that we are able to have the time to move beyond the primary instruction in music. However, to fail to do so truncates our ability to teach classically. The Quadrivium provides the means to integrate music with maths and sciences and restores music as an essential component that leads to philosophy and theology and truth, beauty, and goodness.

Climate Change and the Christian

Calvin Beisner

This talk integrates biblical worldview, theology, and ethics with climate science, environmental and developmental economics, and some political philosophy to help Christians think through the controversies over anthropogenic global warming and climate and energy policy, with particular attention to the impact of both climate change and policies meant to respond to it on the world's poor.

More Moral Than God?

Louis Markos

Marcion, the founder of one of the oldest Christian heresies, taught that the God of the Old Testament and of the New Testament are two different Gods. Believing the former to be an angry, hate-filled deity, Marcion tried to eliminate the Old Testament and base Christianity on the loving message of the Gospels. His heresy is still with us today with new atheists like Richard Dawkins excoriating the Old Testament God and a growing generation of young people who consider themselves more tolerant and moral than God. But Marcion's arguments were decisively answered 1800 years ago by Tertullian.

SATURDAY, JUNE 15

Time/Room	Event	Speaker	Page
8:00–8:45 AM	Plenary: The First Comprehensive ACCS Alumni Survey of Life Outcomes Listen as we present the results of the first statistically controlled survey of 25–40, year-old alumni of ACCS schools. This was done in conjunction with the University of Notre Dame and the Cardus Education Survey.	<i>David Goodwin</i>	184
9:00–9:30 AM	Announcements & School Accreditation Presentations Providence Classical School Roanoke, Virginia Peter Baur, Head of School Regents Academy Nacogdoches, Texas David Bryant, Headmaster		
9:30–10:30	Plenary: From Common Core to Classics How one family moved from a contemporary Christian private school that embraced common core standards to a classically focused school where math suddenly made sense.	<i>Erick Erickson</i>	186
11:00–Noon	Vendor Time		