

# LEADERS DAY PRE-CONFERENCE



## WEDNESDAY, JUNE 21

8:00–8:30 ..... COFFEE

8:30–8:45 ..... WELCOME

8:45–9:30 ..... PLENARY SESSION

### Merle d’Aubigne, Groen van Prinsterer, and the Great

Continental Revival, *George Grant*

Jean-Henri Merle d’Aubigné (1794-1872) was a preacher and an historian. Guillaume Groen van Prinsterer (1801-1876) was a politician and a polemicist. Thrown together at the Dutch court during the frightful and fractious days of revolution, they laid the foundations for a surprising revival of reformational fruitfulness that would shape the generations to come. Were it not for d’Aubigne and Groen, there would likely have been no Kuyper, Bavinck, Van Til, Schaeffer, or Sproul. For that matter, there would likely have been no me or you.

10:00–10:45 ..... WORKSHOPS

### Educating Our Parents, *Panel Discussion*

Three different school administrators talk about the most impactful and intentional things they do in their schools. This workshop will include a time for a Q&A with attendees.

### Identifying and Training New Board Members, *Tim Dernelan*

What qualifications, skills, and personality traits should we look for in classical Christian school board members? What is the process for finding board members? How long does it take to find board members? How do we onboard new members and ensure proper training in board governance so that we remain committed to our mission, vision, and strategic plan? If you have asked any of these questions, you are not alone. These are all common questions of classical Christian school boards that will be addressed during this workshop.

11:00–11:45 WORKSHOPS

### Development Group: What We Have Learned, *Panel Discussion*

Three different panelists talk about the most impactful and intentional things they do in their schools. This workshop will include a time for a Q&A with attendees.

### Using a Strategic Vision to Grow Fundraising and Fill Classrooms, *David Seibel*

This talk will walk through the anatomy of a successful strategic vision cycle that resulted in the school’s enrollment and fundraising doubling and the school moving locations. The talk is rooted in classical Christian philosophy of organizational change rather than pragmatism.



# PLENARY & WORKSHOP SYNOPSES



## WEDNESDAY, JUNE 21

11:45–1:00.....LUNCH (ON YOUR OWN)

1:00–1:50..... PLENARY SESSION

### Facing Legal Threats to Your School's Religious Liberty, *Gregory S Baylor*

Greg Baylor, Director of Alliance Defending Freedom's Center for Religious Schools, will address the legal challenges to the religious liberty of faith-based educational institutions. He will discuss threats posed by courts, administrative agencies, and legislative bodies, as well as the religious freedom defenses available under the law. He'll identify practical steps for minimizing litigation and liability risks.

2:00–2:50..... WORKSHOPS

### Virtue and Spiritual Formation, *Panel Discussion*

Three different school administrators talk about the most impactful and intentional things they do in their schools. This workshop will include a time for a Q&A with attendees.

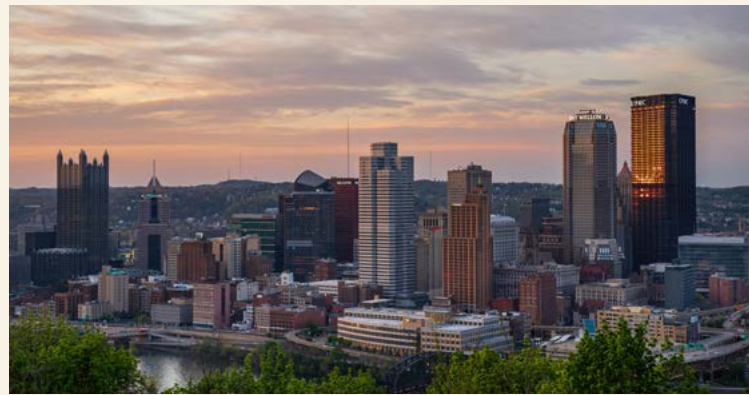
### The LTBTQ+ Challenge—Is your School Ready?, *Tony Jeffrey*

This seminar will discuss a real-life situation that occurred to the presenter and his school as the result of the expulsion of a student for violating the school's Enrollment Contract by his involvement in homosexuality. The seminar will discuss the many lessons learned from this experience as well as provide practical advice for how best to prepare your school for a similar situation.

3:00–3:50 PM ..... WORKSHOPS

### Situation Room Exercises: Answers for Common Problems, *Dan Peterson*

Dan Peterson will facilitate a discussion of common problems facing our schools. Attendees will work with others to find solutions and share those with a larger group.



### Classical Christian Education in Urban Diverse Environments, *Eric Spee*

Classical Christian schools in urban environments with diverse populations face many challenges. This workshop will provide tools to effectively reach these communities so they may enjoy the Paideia of a classical education.

4:00–4:30 ..... PLENARY SESSION

### Taking Truth Seriously, *David Goodwin*

As with Arianism, some Christians today ask, "What's wrong with righting past wrongs? Don't they have a point? We just want to be welcoming to everyone! Can we agree to disagree?" These "third way" sentiments accept the underlying premise of atheistic Marxism—and in turn make giving way to man's authority more important than giving way to God's truth. The danger is hard to discern through our smeared cultural glasses. What begins as a modest addition of a book here or there turns into removing even more, and before long, even some classical Christian schools will be "woke" schools.

4:50–5:30 ..... REGIONAL GATHERINGS FOR PRAYER

Attendees will gather for prayer. This will allow you to meet some of your colleagues working near you.

See location on schedule.

# MAIN CONFERENCE: DAY 1



**THURSDAY, JUNE 22**

**8:00–8:30 AM** .....DEVOTIONS

**9:00–9:30 AM** ..... WELCOME AND OPENING

**9:30–10:30 AM** .....PLENARY SESSION

## **Tombs of the Prophets, *Douglas Wilson***

As we celebrate the great accomplishments of the great Athanasius, we need to guard ourselves against a perennial temptation when it comes to dealing with prophets. Not dead prophets, because we generally do well with dead prophets. The thing that everyone struggles with is how to deal with living prophets, who are angular and difficult to keep in their place. This is a subject that is crammed with opportunities for true edification.

**10:50–11:50 AM** .....WORKSHOPS

## **Christians Are Re-Readers,**

*Rosaria Butterfield*

One difficulty that classical teachers of literature have is that the classics were not only meant to be read but, importantly, the classics are meant to be re-read. This becomes especially important for Classical Christian teachers trying to inspire students to steward ideas and cultivate virtue. This workshop will allow classical teachers to discuss ways we can—and should—incorporate re-reading into our pedagogy.

## **The Classical Imagination: The How, What, and Why of Classical Education,**

*Craig Hefner*

The goal of classical education is to cultivate in students a classical imagination—the ability to be set free from an imaginative captivity to our time and place. This workshop will examine the classical imagination as orienting the how, what, and why of classical education. It will consider the features of the modern imagination and how a modern education tends to leave a student mentally stuck in the modern world. The recovery of classical education has involved many phases (the trivium as stages,



the great books, virtue formation, and the liberal arts), but the movement for classical education is nonetheless always centered around the same end: the recovery of the classical imagination for the modern world.

## **The What and Why of Teaching Grammar, *Tammy Peters***

How do you teach English grammar to young grammarians? How do you excite little learners to wonder at the what and the why of a sentence? This workshop attempts to answer these questions by covering the five foundational elements of teaching English grammar: know the language of a grammar (definitional learning), connect the known to the unknown (categorical learning), know the what and the why of the elements in a sentence (analytical learning), recognize the relationships among the elements (diagramming), appreciate grammar to enjoy the beauty of language (wonder).

## **Excellence in Bible Teaching in the Grammar School, *Barbara Hansen***

Many classical Christian school teachers feel inadequate to teach God's Word. Their intimidation leads to quick coverage of the biblical material, which does not equal comprehension or connection to the Eternal God Almighty. Instead of transformative discipleship, the typical Christian school teacher boils the lesson down to basic life lessons such

# PLENARY & WORKSHOP SYNOPSES



## THURSDAY, JUNE 22

as read your Bible, pray more than you do now, and be kind to others. James K. A. Smith contends that people build their lives around what they love. Let's build our schools and classrooms around excellent bible teaching.

### **Augustine's De Magistro: Teaching, Learning, Signs, and God, *David Diener***

Augustine's *De Magistro* (On the Teacher) is a short, minor dialogue that often is overlooked. This seminar explores the significance of *De Magistro* in three steps: First, it offers a summary of Augustine's argument therein. It then examines important contributions that this dialogue makes in the development of Augustine's thought regarding signs and the Inner Teacher. Finally, it explores some educational implications of *De Magistro* regarding the nature of teaching and the use of Socratic dialogue that Augustine plunders from the previous work of the pagan Plato.

### **Leading Teacher Training from the Back of the Room, *Bryan Lynch***

In order to make a lasting impact on teachers' thinking and classroom practice, teacher learning and training should be as engaging and as realistic as possible. This means moving teachers from being passive spectators to fully active participants. This workshop provides specific methods administrators and other faculty leaders can use to make professional development times more thoughtful, engaging, and realistic, leading to more lasting results in the classroom.

### **Completing the Trivium is a Must, *Andrew Smalley***

ACCS as an organization sees the value of 9-12 grade in a classical Christian school. However, building a rhetoric school at a classical Christian school is fraught with challenges. Taking Dr. Smalley's applied research, Smalley will share the principles learned and share the ways to ensure

that your classical Christian school not only completes the trivium, but that your school parents and students understand the incredible value of a rhetoric school education.

### **Launching Apologetics in the Mind of a 16-Year-Old, *Phil Arant***

Students raised in a Christian home and educated in a Christian school are often not provided an adequate resource for defending the truth claims of their faith. Many graduates subsequently find the challenges posed by skeptics to be daunting. Instead of surveying a litany of arguments, this workshop will give an overview of how the various approaches to apologetics should be rooted in epistemology which, in turn, must be rooted in the person of Jesus Christ. The methodology used at Schaeffer Academy builds Christian defense from this foundation and then challenges students to respond to various atheists.

### **The Idolatrous Eye: How to Recognize and Respond Rightly to Beauty in a Fallen World, *Cole Jeffrey***

Classical philosophy teaches that beauty is a divine gift with the power to liberate minds and transform hearts. Christian theology, however, teaches us that our fallen minds and hearts struggle to receive God's gifts rightly. Too often, we neglect, misuse, or abuse beauty. In this talk, Dr. Jeffrey will discuss examples of bad responses to beauty in Augustine's *Confessions*, Milton's *Paradise Lost*, Wilde's *The Picture of Dorian Gray*, and other literary works to show why theology and aesthetics are inseparable. Drawing insights from both classical philosophers and Christian theologians, he will demonstrate how conversations about beauty can help us confront the ugliness of sin and support God's redemptive work in our lives.

**12:00-1:15 PM .....LUNCH AND VENDOR TIME**

# MAIN CONFERENCE: DAY 1



## THURSDAY, JUNE 22

**12:15-1:00 PM** .....LUNCH MEETING FOR HEADS OF ACCS ACCREDITED SCHOOLS, *David Goodwin*

**1:15-1:30 PM** .....SINGING & ANNOUNCEMENTS

**1:30 PM** .....PLENARY SESSION

### Five Lies of our Anti-Christian Age,

*Rosaria Butterfield*

As Classical Christian educators, it is not enough to say what is true. We must also be willing to expose what is false. The great idol of modern culture, represented by the letters LGBTQ and the symbol +, demands Christians endorse five lies. Lie #1, Homosexuality is a normal sexual variant; Lie #2, pagan spirituality is kind; Lie #3, Feminism is good for the church and the world; Lie #4, Transgenderism is a normal gender variant; Lie #5, Modesty is outdated, dangerous, insulting to women. As Classical Christian educators, we defy these lies in the name of virtue and truth.

**2:50 PM** .....WORKSHOPS

### The Crack in the Marble Jar, 2.0,

*DeeDee Feeney & Julie Kilmer*

As the world searches aimlessly for behavior modification systems, we rest in the joy of training our children in Habits of the Heart. While seeking to cultivate virtue and wisdom, we recognize we are shepherding children, not merely managing classrooms.

### Stop Writing Strategic Plans and Start Thinking Strategically, *Vince Burens*

Why are so many strategic plans ineffective? Why do they fail? Why are they on the shelf instead of guiding the daily decisions of schools? Or why do we try to run our school without any plan at all? We will tackle these questions straight on and provide you the keys to create an agile, relevant plan for your school that emerges from a strategic thinking culture and will unify and guide your school in these turbulent times.

### Music Literacy in Action: Setting the Foundation for Joyful Music Making,

*Kara Faraldi*

Music is a language that anyone can learn! A Grammar School music curriculum built around actively developing musical language skills using Zoltán Kodály's pedagogical approach sets the foundation for this to be possible. In this workshop, teachers will experience music lessons as their students would in a K-6 Kodály classroom. It will demonstrate grade-appropriate activities oriented toward raising up joyful, musically literate students who will be able to sing any piece of music they are given. One folk song will be used to model the teaching of three musical concepts across three different grade levels (K, third, and fifth). Students will be able to appreciate great works of music because they will have been given the tools to sing them and actively participate in them.

### The Integration of Virtue/ Spiritual Formation and Learning at Augustine Classical Academy,

*Tamra Hopkins & Jason Radcliff*

We believe all education is discipleship. Committed to what F.E. Gaebelin calls "the integration of faith and learning" throughout all aspects of our curriculum—from our classrooms all the way to our rowers on the Hudson—we seek to integrate Christian principles with an "education of a type high enough to merit intimacy with such exalted ideals" (as F.E.G. says) so



# MAIN CONFERENCE: DAY 1



## THURSDAY, JUNE 22

our school is both academically rigorous and intricately woven full of virtue/spiritual formation such that, for example, things like “chapel” or “virtue/spiritual formation” programs would be redundant.

### **Those Who Teach, Know: A Method of Utilizing “Dialogue” as a Form of Assessment,** *Sandy*

*Schinetsky & Martha Shaunessy*

How can we determine if students truly “understand” the ideas they are taught? Have you ever asked a student why something is true, and the student replies with “Because you told us so”? This workshop will discuss the method of “Dialogue” as a way to counteract those types of responses. In a Dialogue, students are required to teach the class certain topics, and in their preparation to teach, students learn to think about the “whys” of topics. This method will work for all classes, and most especially math classes.

### **How Does Science Fit into a Classical Education?,** *Charles Dewberry*

Science is arguably the most distinctive part of modern Western Civilization. A modern educated person should be conversant in science and its role in culture. How should science be integrated into a classical education? This talk highlights Gutenberg College’s experience of thirty years wrestling with this question.

### **Teaching Art in Christian Classical Schools: One Art Teacher’s Journey,** *Scott Maynard*

Fourteen years ago I began to teach art at a Christian classical school. One night while I was sleeping (True Story!), I sat straight up in bed in response to a dream where a parent asked me, “So what does it mean to teach art Christianly and classically?” My shock was so intense at that moment because I knew that I had no response that would be adequate or even coherent. “I know what it means to be a Christian, but how do I teach art Christianly?” I

was unacquainted with classical education then, so I was significantly clueless about what it meant to teach art classically. Over the last fourteen years, it has been a quest of mine to develop a meaningful response to that question. I’m not there yet, but I’m a lot farther down the road than I was 14 years ago. This session will trace some lessons learned along the way and perhaps even be encouraging to those who are just starting out on the trail, or those who have been on the trail for a while.

### **Practical Progymnasmata: Making Sense and Use of an Ancient Rhetorical Masterclass,** *Jason Modar*

The intent of this workshop is to introduce and explain the fourteen progymnasmata writing exercises to teachers and, more importantly, provide practical examples of the exercises that they can use in their classrooms. A limited amount of time will be dedicated to the history and background of the progym, with most of the time given to explaining each exercise and providing sample activities and lessons. The sample activities and lessons will be applicable to a diverse range of subjects and grade levels.

### **Scriptural Integraton,** *Douglas Wilson*

At the very beginning of our story at Logos School, the board made the decision that one of our goals was to “teach all subjects as parts of an integrated whole, with Scriptures at the center.” I am not quite sure what possessed us to commit ourselves to that goal, but it had enormous ramifications. The purpose of this talk is to explore what that commitment means, and what the ramifications necessarily will be.

## 4:10–5:10 PM .....WORKSHOPS

### **Writing in the Grammar Stage—Engaging in the Beauty,** *Tammy Peters*

This workshop will focus on writing using two types of literature (fables and poetry) to engage

# PLENARY & WORKSHOP SYNOPSES



**THURSDAY, JUNE 22**

grammar-aged students in the beauty of writing. The workshop is designed to generate engaging ideas that help students use the richness of the language.

## **Directing Affections to Beauty**, *Caleb Sasser*

How do we practically direct the affections of our students? It is in all of our marketing materials, and on all of our lips that one of our primary goals is to direct the affections of our students to Truth, Goodness, and Beauty, but what does that look like in the classroom? This workshop, which will focus specifically on beauty, will begin the process of training teachers how to direct affections within their classrooms and while walking the halls. The goal is to define beauty, understand why teaching to direct affections is so hard, and to discuss several practical ways to teach this way in our classrooms. Directing students' affections is the highest calling a teacher has, and it is one of the hardest. It is difficult because the teacher must model it before they teach it. The teacher is the curriculum.

## **The Grammar School Day:**

### **A Liturgy**, *Terri Covil*

Liturgy is commonly defined as a form of public worship, or ritual. The goal of liturgy is to change its participants from spectators of worship into active members. Each day in our classrooms we engage in both ritual and public worship, creating a liturgy that governs our days. In this talk, we will discuss organizing our daily schedules with intentionality and purpose, as well as practical ways to create a daily liturgy that makes time for sacramental moments and ensures that we teach every subject from a biblical worldview.

## **Event Planning: An Important Piece of Your Development Strategy**, *Gene Liechty*

After beginning with a broad discussion regarding the various streams of income necessary to successfully advance the mission and vision of any school, Mr. Liechty will focus on event planning... the strategies, techniques, and advance planning that will help ensure a successful endeavor.



## **Dealing with Public Controversy**, *Robert Stacey*

Increasingly, we find ourselves in a culture with an insatiable thirst for public controversy. "Cancel culture" can apply to classical Christian Schools just as readily as to celebrities when we stand firmly for the truth of God's Word and His created order. At other times, the problems can come from within when the sins of a teacher or staff member become public. Whatever the source, the best way to deal with public controversy is to think about it beforehand and establish healthy protocols to protect our schools and our witness.

# MAIN CONFERENCE: DAY 1



**THURSDAY, JUNE 22**

## **All the World's a Screen: Shakespeare and Social Media**, *Cole Jeffrey*

Even though William Shakespeare lived four centuries before TikTok, his plays can help students navigate the dangers of social media—especially the temptation to create and maintain the perfect image. Shakespeare understood the dangers of what the Renaissance called “self-fashioning,” manipulating our social image or public persona. His comedies offer valuable lessons about the dangers of self-fashioning that can help students today resist the temptations of social media and pursue what is truly beautiful, good, and authentic.

## **Get Your Students Reading Latin**, *Joseph Roberts*

The best litmus test for success in a Latin program is a student's ability to read and comprehend Latin texts. If one of our goals is for students to be able to read Latin texts such as *The Aeneid* in Latin, we need to be teaching our students how to read with simpler texts. *Picta Dicta's* Reader Series is an optimal way to take your students from zero to Virgil in five years. This workshop will take you through the mechanics of teaching Latin through readers with a strong regard for grammar and vocabulary mastery.

## **A Christian Response to Classical Rhetoric**, *Andrew Kern*

From Homer through Aristotle to Cicero, the ancient Greeks and Romans had incredible insight into the art of rhetoric. Yet St. Paul seems to take a diametrical approach to “words of wisdom” in I Corinthians. In this session, Kern takes seriously the concerns that the Apostle raises (and some brought up by Homer and Plato as well!) to seek out a Christian response to rhetoric. Building his case on Genesis 1-3 and the epistle of James, Kern argues that much of the art of classical rhetoric is, in fact, Biblical and should be preserved, but that the scriptures offer insight into rhetoric that isn't available without the gospel.

## **Track Plenary: Part I: The Early Church from Christ to Constantine**, *Louis Markos*

This two-part lecture series will set the groundwork for Athanasius' defense of orthodoxy by surveying the first three centuries of the church. The first lecture will focus on the Book of Acts, the early growth of the gospel, the ten persecutions of the Roman Empire, and the martyrs who died for the church. The second lecture will focus on the theologians who helped define church doctrine, the heretics who sought to deconstruct it, and the historical forces that led to the ascension of Constantine and the Council of Nicea. Though these two talks are best heard in sequence, they can each stand alone.





# MAIN CONFERENCE: DAY 2



**FRIDAY, JUNE 23**



**9:30–10:30 AM .....PLENARY SESSION**

**Plenary: TBD, Ben Carson**

**10:50–11:50 AM .....WORKSHOPS**

**The Shepherd Teacher: Gracious Classroom Management, Kourtney Wright**

Creating a classroom environment that encourages learning can be challenging to navigate. It can be tempting to rely on behaviorism through systems, charts, and tricks, especially for the new teacher. Behaviorism amplifies sin and reduces a classroom to control and compliance while the shepherd teacher points students to God for rightly ordering their affections. Learn how the shepherd teacher utilizes relationship, classroom liturgy, procedures and routines, and even decor to create a classroom that welcomes the Holy Spirit to change hearts.

**Cultivating Conversation: Using Feedback & Grading to Improve Seminar Discussions, Bryan Lynch**

This workshop will introduce, model, and practice classroom routines for using meaningful grading and feedback to help students develop their skills in seminar discussions, from 7th grade through 12th grade. Teachers will participate, playing the role of students in discussion, receiving and responding to feedback, and planning and tracking progress.

**How to Teach Our Kids to Defend Against Radical Gender Ideology in Age Appropriate Ways, Kenny Ortiz**

We must prepare our children and students to defend against radical progressive gender ideology. Tragically, many evangelicals are ill-equipped to train their children and students on this. As Christian parents and educators, we need to give our kids a robust understanding of anthropology and sexuality rooted in the Scriptures and natural theology. It's ideal to start preparing our kids during their elementary years. The tension, of course, is that we may not want to introduce our kids to these difficult ideas when they're too young or not ready to handle them. This workshop will give parents and educators the much-needed age-appropriate tactics that they can utilize to train elementary school kids to deal with the harmful radical gender ideology of our age.

**Keys to Running a Successful Capital Campaign in a Turbulent Age, Brad Layland**

So much of what we do as a classical Christian school has changed to adapt or react to the present pandemic age and cultural chaos. Plans that don't adjust will ultimately fail. The same is true for capital campaigns. We cannot run campaigns in the future the way we have "always done them". We will discuss what's changed and how your campaign (or planning for a campaign) must be adjusted to ensure success in these times.

**Smoothing Your Path Through the ACCS Accreditation Process**

*Carmen Watson*

This session walks school administrators through the steps of the ACCS accreditation process. Attendees will receive a suggested timeline and other helpful organizing documents, with clear steps to take to gather needed materials. This session will also provide counsel about evaluating the school's curriculum and teaching practice in-house to assess areas

# PLENARY & WORKSHOP SYNOPSES



**FRIDAY, JUNE 23**

for improvement before the visit and will address how to communicate with teachers as the school walks through this process. Workshop attendees will have the opportunity to ask questions and share experience and wisdom with each other as well. This session and its resources can be helpful for schools seeking both initial and reaccreditation.

## **How (and Why) to Teach the Old Testament Without Spoiling It, Christopher Jero**

The Bible is an extended argument whose conclusion is *You should love God in Jesus with all your being and love His people as yourself*. The argument comes to us in a form that appeals to and stimulates wonder and curiosity. It is not easy, however, to ensure that the goal of each Bible lesson properly coincides with the goal of the day's Bible passage. Learn how

the Old Testament builds its case step-by-step and how a dialectic-level lesson plan can facilitate the Bible's own strategy of discovery rather than work at cross purposes to it.

## **Feminism, Meteorology, and the Chronicles of Narnia: How Electives Can Enrich Your Students, William Isley & Darren Walker**

"I can't believe this school is actually allowing a class on Feminism." So began a recent elective that delved deeply into a highly-charged and culturally-relevant topic. When teachers lead courses that are outside the school core but that are interesting to them, students are given a carefully-guided opportunity to enrich and extend their understanding into areas which they have not been exposed, to carefully reasoned Christian responses. We will discuss how

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# MAIN CONFERENCE: DAY 2



## FRIDAY, JUNE 23

you can expand what you already do, while growing your teachers and engaging your students.

### **Cultivating a Classical Christian Mathematics Program K-12**, *Josh Wilkerson*

What makes students' experience of math classical? What makes it Christian? This presentation will be structured around the Regents School of Austin mathematics department philosophy of math education. A number of years and a number of voices have contributed to writing and refining this document that shapes our mathematics program as distinctly classical and distinctly Christian. Several influential texts, their connection to teaching math classically and Christianly, and how they are implemented in the Regents curriculum will be shared.

### **The "Clean Sea Breeze" of Classical Pedagogy**, *Daniel Coupland*

In his preface to *On the Incarnation*, C. S. Lewis says that the reading of old books will "keep the clean sea breeze of the centuries blowing through our minds." In a similar way, classical pedagogy can function as a check on popular teaching techniques and practices.

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**12:00-1:00 PM** ..... **LUNCH**

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**12:15-1:00 PM** ..... **ACCS MEMBERSHIP MEETING**

**1:15-2:30 PM** ..... **PLENARY SESSION**

### **Plenary: TBD**, *Al Mohler Jr.*

Dr. Albert Mohler Jr. will speak in the Grand Ballroom.

**2:50-3:50 PM** ..... **WORKSHOPS**

### **Planting Seeds of Oral Rhetoric and Communication in our Younger Scholars**, *Darlene Gomes*

While most grammar school teachers are aware of the value of oral rhetoric and actively involve their students in classroom recitations, many are

unfamiliar with the connection to Cicero's Five Canons of Rhetoric and their impact on the young student's view of oral communication. In this workshop, we will connect our daily classroom recitations and oral activities to two basic canons of rhetoric and seek to strengthen the teachers' confidence in their ability to evaluate and assist their developing oral communicators.

### **Ten Lessons in Ten Years: Lessons from the Logic School**, *Aaron Fudge*

Ten years ago, as a freshman teacher, I was thrust into a world wherein neither students nor parents were always well-behaved, and many were not pursuing the good, the true, and the beautiful, and I often found myself floundering, unsure of how to control my class. How do you keep a class of eighth graders under control? How do you offer correction without co-opting class time? How do you capture the imagination of the uninterested? This session will explore ten tools to help teachers gain the control of their classrooms, the trust of parents, and the love of their students.

### **Part I: Reflections on Dorothy Sayers' "Lost Tools of Learning"**, *Moderator:*

*Bryan Lynch. Panelists: David Diener, Andrew Selby, & Chris Schlect*

ACCS is setting aside two consecutive one-hour time slots in the regular conference program where we will stage a scholarly panel interaction. This means that our interaction will span two hours with a break. Last year we took up John Milton Gregory; this year we want to tackle Sayers' "Lost Tools of Learning."

### **The Handwritten Word: An Exercise in Beauty**, *Jamie Sullivan*

It is well-established among classical educators that handwriting matters. The proper strokes, letter forms, and characteristics of handwriting aptly serve as frequent and readily available training

# MAIN CONFERENCE: DAY 2



**FRIDAY, JUNE 23**

tools to find and seek beauty in the everyday. Can it be objectively taught and assessed? YES! Attendees will learn and practice giving specific feedback to students to give them tools to seek, find, and pursue beauty. The ultimate goal is to cultivate and condition their eyes to see beauty, even in the customary and familiar drill of handwriting.

### **Shaping Round Pegs in a Square-Holed World, *Kajsa Wilkins***

"If you miss the heart, you miss the gospel." We as teachers and educators need to be reminded and refocused on the foundation of what we do. These children are not just sponges to soak up the knowledge we bestow upon them, but rather are souls that are being shaped—and the control center of that is the heart. This workshop highlights these foundations, based on Tripp's book, *Shepherding a Child's Heart*, and how we can apply them in the classroom and better partner with the parents.

### **Institutional Bravery, *Jeffrey Wright***

The talk is the product of my inquiry into best practices for maintaining an institution's commitment to historic Christian orthodoxy, Western culture, and its unique founding vision, as well as handing that institution off to the next generation in a way that protects against the institution drifting from its founding commitments and heritage.

The aim is to inform and encourage current leaders to be unashamed of their institutional identity, identify and push back on contemporary dangers and hand their institution off to future generations.

### **Mathematic Transformations in Instruction: From Traditional to Classical, *Shane Artrip***

What does teaching classically look like in mathematics? There is so much more than just teaching the algorithms and giving our students time to practice. Learning the art of mathematics will not only strengthen problem-solving skills, but will cultivate

creativity, perseverance, and patience. If you have ever heard the question, "Where will I use this?", find out how to transform your classroom into one where the students will seek the connections themselves—the very essence of the Law of the Teaching Process.

### **Teaching Treasures, *Myrandi Ballesteros***

Need to find a renewed passion for integrating the truths of scripture into your daily lessons and activities? Come be reminded of our foundational calling as Christian educators along with hearing some practical strategies for using the TREASURE (God's Word) to teach the TREASURED (students).

### **Track Plenary: On the Improvement of the Mind: The Educational Vision of Isaac Watts, *George Grant***

Best known as the author of "Joy to the World," "When I Survey the Wondrous Cross," "Jesus Shall Reign," and a host of other beloved hymns, Isaac Watts (1664-1748) was a life-long Puritan schoolmaster and tutor. In the last decade of his life, he began drafting his vision for classical Christian education. The result was an invaluable, erudite, but all too rare book about developing lifelong habits of reading, thinking, studying, and maturing. In this session we'll explore the lessons he has to teach us for our own tumultuous days and our own high callings.

**4:10-5:10 PM .....WORKSHOPS**

### **Creating a Godly Classroom Culture, *Janine Warmouth***

Creating a godly classroom culture begins with teaching children how to rightly order their affections and love the things that God loves. Beginning with loving the Lord with all their hearts, minds, and strength and their neighbor as themselves. In this workshop Mrs. Warmouth gives practical tips on creating an atmosphere of order, unity, honesty, respect, and diligence as expressions of that love.

# MAIN CONFERENCE: DAY 2



**FRIDAY, JUNE 23**

## **The 5 M's of Good Teaching,**

*Daniel Coupland*

Teaching is an incredibly complex human act in which the best of the profession marshal their knowledge, skill, experience, personality, and character to educate their students. But truisms such as this are often unhelpful to new teachers who have yet to become the classroom masters they often long to be. New educators (and those who train,

mentor, and evaluate them) need specific expectations for good teaching that are concrete enough that these neophytes can understand them and move toward them.

## **Part II: Reflections on Dorothy Sayers' "Lost Tools of Learning",**

*Moderator: Bryan Lynch. Panelists: David Diener, Andrew Selby, & Chris Schlect*

ACCS is setting aside two consecutive one-hour time slots in the regular conference program where we will stage a scholarly panel interaction. This means that our interaction will span two hours with a break. Last year we took up John Milton Gregory; this year we want to tackle Sayers' "Lost Tools of Learning."

## **How to Manage Up: Maximize the Relationship with Your Board,** *Walter Kearns*

The relationship between leadership and your school's board is VITAL for a school's health and effectiveness. Strengthening your ability to work with your board in complete alignment is one of the most critical aspects of any Christian school. The greatest common factor that can determine your school's ability to be healthy and sustainable is the relationship between leadership and the board of directors. Come hear how you can work with your board to build trust, manage risk, delegate authority, and identify key motivators to enable you to look forward to your board meetings with anticipation and joy.

## **How to Use Inquiry to Enhance Science Instruction,** *Debbie Gentry*

Participants will learn to integrate questions and demonstrations to guide their students to a deeper understanding of science concepts by building on each student's foundational knowledge and experience.



# MAIN CONFERENCE: DAY 2



**FRIDAY, JUNE 23**

## **More than a Garnish: The Centrality of Music in Classical Christian Education,** *Jarrold Richey*

The familiar expression is, “water everywhere but nary a drop to drink.” Similarly, music is everywhere around us in our culture. We all have access to it with the mere touch of our fingers on our devices. We can hear the best and the worst of music in seconds. But do we see music-making and music literacy as vital in educating young people in our schools, churches, and homes? In this session talk, hear from Mr. Jarrod Richey, a choir director and music educator who enjoys encouraging Christian teachers and parents to see music not as a garnish on our plate but as an essential ingredient to our health. The attendee will walk away with practical and theological encouragement on how music can uniquely help us in “bringing our children up in the nurture and admonition of the Lord” and how these things work themselves out in classical Christian Education.

## **Machen: Courage, Clarity, and Common Ground,** *Keith Phillips*

J. Gresham Machen's *Christianity and Liberalism* was published 100 years ago. It was relevant and helpful then, and it is still relevant and helpful today. Machen stood against the significant religious and cultural challenges of his day. Doing so cost him, but he stood with great courage and great clarity. At the same time, his writing was courteous and, when possible, acknowledged common ground with his opponents. We will take a look at these qualities of Machen's work and think about how emulating them might both cost us and help us as we face our own serious challenges today.

## **Art and Nature—STEAM Projects,** *Robin McLaurin*

This workshop introduces the variety of natural materials that are used to create oak gall ink, watercolors and photographic emulsions. Attendees will learn about the history of the wet media the process in creating the wet media and technique in application. This workshop is intended for any faculty member or administrator in Grammar, Logic and Rhetoric. Participants will leave with examples of each wet media.

## **Track Plenary: Part I: The Early Church from Christ to Constantine,** *Louis Markos*

This two-part lecture series will set the groundwork for Athanasius' defense of orthodoxy by surveying the first three centuries of the church. The first lecture will focus on the Book of Acts, the early growth of the gospel, the ten persecutions of the Roman Empire, and the martyrs who died for the church. The second lecture will focus on the theologians who helped define church doctrine, the heretics who sought to deconstruct it, and the historical forces that led to the ascension of Constantine and the Council of Nicea. Though these two talks are best heard in sequence, they can each stand alone.



# PLENARY & WORKSHOP SYNOPSES



**SATURDAY, JUNE 24**

**9:00–10:00 AM** ..... **WORKSHOPS**

## **Awakening Wonder that Leads to Worship in Math**, *Tori Hickok*

Teachers and students alike tend to approach math with a utilitarian view. Learn the skills. Grow in efficiency. Get it done. Math is a neutral agent for a pragmatic end. And yet as believers, we know that everything we do is for God's glory. How do we connect teaching math to the worship of God? Come for philosophical, personal, and practical thoughts on leading students from wonder to worship through mathematics.

## **Seven Laws of Teaching**, *Christie Wright*

As the foundational pedagogical guide in our association, Gregory's Seven Laws provide wisdom and practical ideas for teachers with great or little experience across all subjects and all grades. Additionally, administrators responsible for teacher training and evaluation will receive suggestions for how to best train, implement, and evaluate their faculty according to the laws.

## **Developing the Cognitive Tools For Learning**, *Carol Brown*

Cognitive skills equip students to learn complex tasks, to perform mental math problems, to ignore

distractions, to follow multiple step directions, and to plan and think strategically. Equipping Minds gives the cognitive tools for learning: working memory, processing, comprehension, reasoning, attention, and executive functioning skills. You will learn how to strengthen these skills that generalize to academic, verbal and nonverbal abilities, and IQ. Cognitive functions are defined by Feuerstein as "thinking abilities" that can be taught, learned, and developed. Hence, they are the prerequisites of thinking and learning. There are three phases of cognitive functions: input, elaboration, and output. This model can be used by trained teachers and parents to better understand and help the child who is experiencing learning difficulties. The emphasis is on strengthening cognitive abilities to make learning successful and ultimately to reach the full potential God has for our students for His purposes and glory.

## **Reading Latin Manuscripts**, *Karen Moore*

It is with many thanks to the monks of the late antique and Medieval periods that we now have the treasures of classical and ecclesiastical history and literature. There is much we can share with our students not only about Latin texts, but the history of their discovery and preservation through the study of these beautiful manuscripts. In this workshop



# MAIN CONFERENCE: DAY 3



## SATURDAY, JUNE 24

attendees will view digital copies of Latin manuscripts readily available online, which are excellent resources for both in-person and online classes. Mrs. Moore will provide an overview of manuscript study, tips for reading Latin using manuscripts, and share activities and projects based on such lessons. Participants will learn how to use modern tools to access Medieval manuscripts as they study a timeless language.

### **Stamping Eternity on the Eyeballs: Enabling the Masterpiece to See His Master, *Jason Valley***

"Lord, stamp eternity on my eyeballs!" exclaimed Jonathan Edwards. As classical Christian educators, what if an eternal vision of our students was stamped on our eyeballs? The temptation for the classical Christian educator to perceive his/her students through a reductionistic lens is omnipresent. If the student is perceived as such, attempts to transmit truth, goodness, and beauty will only become intellectual exercises.

The transformative power of the transcendentals is likewise reduced, and at best, our students become brilliant Marthas, but the Marys are nowhere to be found. In this workshop, we will explore how an eternal vision of our students invites a classroom paideia that exalts Christ and simultaneously positions the student so that he is able to gaze on Christ and more clearly perceive the reflection of the Master on His creation and on himself. Through this transaction, the student's soul is harmonized with the glorious music of the true, the good, and the beautiful.

### **Beauty, Incarnation, and Prophecy: Russian Literature in the Classical Christian School, *Stephen Rippon***

In addition to the pleasure and insights that all great literature gives, Russian literature excels in bringing to our attention concepts that are edifying for classical Christian teachers and students: the

value of beauty, a prophetic critique of the modern age, and the importance of the Incarnation. In this workshop, we will get a brief introduction to the life and key works of five great Russian authors: Alexander Pushkin, Nikolai Gogol, Fyodor Dostoevsky, Leo Tolstoy, and Alexander Solzhenitsyn.

### **AI Writing Bots and the Future of Classical Academic Pedagogy, *Kyle Wilson***

With the proliferation of AI writing bots, what is the future of classical academic pedagogy? Ethical themes of original thought will be discussed to explore the implications of modern technology on writing assignments, plagiarism, and how teachers can foster deep thinking that goes beyond the artifice of intelligence.

### **How to Overcome the Barbarians We Have Become, *Andrew Kern***

It has become ever more obvious that we are not very good at deliberating. And no wonder: deliberation is hard. Hard things take practice. As a society, we have undercut the normal ways people practice deliberation, from the dinner table to classroom to the senate chamber. Yet Kern argues that deliberation, not technology, is what raises the civilized person above the barbarian. Furthermore, everything valuable in civilized life comes from deliberation. Therefore, everything we teach our children should either enable, support, or extend their ability to deliberate. Finally, so as not to leave you frustrated, he shows how to do it.

**10:30-11:30 AM ..... PLENARY**

### **Plenary: Art as a Response to Culture, *Kyle Mann***

Do Christians have a responsibility to use mediums like literature, cinema, and even humor to engage the culture and edify the church? The Babylon Bee's chief funny guy explores how satire and comedy can help point the church to God's goodness in the midst of despair as we laugh at the darkness.