

# EXPLORING classical Christian education in the 21st century context



March 3-4, 2023

Point Lookout, Missouri at College of the Ozarks

# Classical Christian Education Conference

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March 3-4, 2023

Hosted by School of the Ozarks & The Classical Thistle



## Conference Schedule

*Note: All numbered classrooms are in the Beulah Winfrey Upper School. LS Commons, Kindergarten, and 7<sup>th</sup>/8<sup>th</sup> grade rooms are in the S. Truett Cathy Lower School.*

### Friday, March 3

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|--------------------------|--|
| <b>8:00-8:30 am</b>      | <b>Light Breakfast</b>   |
| <b>8:30-9:00 am</b>      | <b>Opening Remarks (Hook Activities Center)</b><br><i>Dr. Brad Johnson, President, College of the Ozarks</i><br><i>Dr. Sue Head, VP of Cultural Affairs and Dean of Character Education, College of the Ozarks</i><br><i>Brad Dolloff, Dean of the Lab School, School of the Ozarks</i><br><i>Scott McElvain, Assistant Dean of the Lab School, School of the Ozarks</i> |
| <b>9:00-9:45 am</b>      | <b>Plenary #1 (Hook Activities Center)</b><br><i>"Why Come Ye Here? Proposing a Vision for the Vocation of Christian Education" ~Kyle Rapinchuk, S of O &amp; The Classical Thistle</i>  |
| <b>10:00-11:00 am</b>    | <b>Workshop Breakout #1</b> <i>(See pages 3-6 for workshop descriptions)</i>   |
| <b>11:15 am-12:15 pm</b> | <b>Workshop Breakout #2</b> <i>(See pages 7-10 for workshop descriptions)</i>  |

<b>12:15-1:30 pm</b>	<b>Collaborative Lunch &amp; Vendor Time (Hook Activities Center)</b>
<b>1:30-2:15 pm</b>	<b>Plenary #2 (Hook Activities Center)</b>  Panel Discussion; “How Did You Get Your Start in Classical Christian Education?” ~Eric Cook, Jessica Hooten Wilson, Carrie Eben, Tim Dernlan, Mark Pyatt
<b>2:30-3:30 pm</b>	<b>Workshop Breakout #3</b> <i>(See pages 11-14 for workshop descriptions)</i>
<b>3:45-4:45 pm</b>	<b>Workshop Breakout #4</b> <i>(See pages 15-18 for workshop descriptions)</i>
<b>5:00-6:00 pm</b>	<b>The Forgotten Fun of Folk Dancing (Hook Activities Center)</b> ~Jarrod Richey, Geneva Academy <i>(see page 18 for description)</i>

## Saturday, March 4

<b>7:45-9:00 am</b>	<b>Light Breakfast and Vendor Time</b>
<b>9:00-10:00 am</b>	<b>Workshop Breakout #5</b> <i>(See pages 19-21 for workshop descriptions)</i>
<b>10:15-11:15 am</b>	<b>Workshop Breakout #6</b> <i>(See pages 22-24 for workshop descriptions)</i>
<b>11:30 am-12:00 pm</b>	<b>Plenary #3 (Hook Activities Center)</b> “How Do You Plant a Student by Streams of Water?: Classical Christian Education and the Great Commandment” ~Kyle Rapinchuk, S of O & The Classical Thistle
<b>Noon</b>	<b>Final Remarks</b>

## THANK YOU TO...

**BOBCAT FOOD SERVICES** ~ We are thankful for Craig Ernsting, Sandra Kelly, and the team at Bobcat Food Services for providing Friday and Saturday’s breakfast, Friday’s lunch, and snacks in between sessions.

**COMMUNICATION ARTS** ~ We are grateful to Curt Wilkinson and his students in the College of the Ozarks Communication Arts department for their help in recording audio and video of our sessions.

**ALL OF YOU!** ~ Thank you all for your attendance at our conference. We hope this has will be a time of fruitful learning, collaboration, and fellowship that will spur each of us on to greater excellence in our teaching and our walks with Christ.

*Now to him who is able to keep you from stumbling and to present you blameless before the presence of his glory with great joy, to the only God, our Savior, through Jesus Christ our Lord, be glory, majesty, dominion, and authority, before all time and now and forever. Amen. ~Jude 1:24-25, ESV*



# **Workshop Descriptions**

## **Workshop Breakout #1 (Fri, 10:00-11:00 am)**

### **Equipping Students for a Lifetime of Learning**

*Mary Kay Janke, School of the Ozarks*

*K-6, 7th Grade Classroom*

Practical strategies to help students (and their parents!) understand the unique ways God created them to learn. Recent brain research tells us a lot about how we acquire and remember knowledge. As busy teachers, how can we apply these brain discoveries in our daily lessons? Mary Kay Janke hopes to inspire you with some quick and easy-to-apply strategies to help as you ignite your students' wonder and curious learning.

### **Rethinking Assessment in the Grammar School**

*Carrie Eben, Classical Eben Education Consulting*

*K-6, 8th Grade Classroom*

How can classical teachers properly assess the whole student? What is assessment and what kind of assessment nurtures the mind, body, and soul of a student? This session defines assessment and its parts and discusses how classical assessment must align with the purpose of classical education. This seminar will also give practical ideas for narrative assessment for the Grammar School.

### **Supporting Struggling Readers in the Classical School**

*Sara Osborne, College of the Ozarks*

*K-6, Kindergarten Classroom*

This workshop will address the long, challenging path that many students with special needs (disabilities, disorders, or differences) must traverse in order to achieve reading proficiency and access the reading life. We'll discuss ways to evaluate a starting point, develop a plan, and partner with parents to facilitate real reading progress. While classroom teachers may not have adequate time or expertise to carry each struggling reader to success on their own, they have a powerful influence on student attitude, formation, and achievement. A unified parent-teacher team provides a potent combination of skill, creativity, and care to guide the most unlikely students across the finish line into the reading life.

## **Workshop Breakout #1 continued (Fri, 10:00-11:00 am)**

### **How Can I Keep from Singing?: Using Christian Hymnody to Simultaneously Build Community and Music Literacy in our Schools**

*Jarrold Richey, Geneva Academy*

*All/Music, Lower School Commons*

Our schools should be shaping the affections of our students and training them to be literate musicians. In this session, hear how one music teacher has used some of the standard hymns of the faith to build a love for singing and making music together in a school community and use many of those same hymns to reinforce the music literacy lessons in the school curriculum. Whether you are a music teacher, board member, or administrator, this session will provide practical tools and ideas to use in your school community.

### **Historical Thinking and Faithfully Engaging the Past**

*Brad Pardue, College of the Ozarks*

*All, Room 301*

This session will examine the nature of historical thinking, which Sam Wineburg famously described as an “unnatural act,” and how we can cultivate this skill in our students and in ourselves. It will also explore how faithful engagement with history requires placing ourselves in relationship and dialogue with those who lived in the past and with the work of historians who have sought to reconstruct it.

### **Hopeful Teaching**

*Kathy Becker, Memoria Press*

*All, Room 302*

The classical vision of teaching sets the teacher up for a wonderful experience in the classroom. Far from the negative outlook of progressive education, teachers in a classical school have the privilege of leading students into the true, the good, the beautiful. This is an education full of hope. This session focuses on the grand opportunity for teachers in classical schools.

## **Workshop Breakout #1 continued (Fri, 10:00-11:00 am)**

### **Teaching Truth and the Challenge of Expressive Individualism**

*Mark Rapinchuk, College of the Ozarks*

*7th-12th grade, Room 303*

A discussion of “expressive individualism” and how this understanding of the self has resulted in a redefinition of truth, a reinterpretation of reality, and a harmful anthropology.

### **Science Lab**

*Mark Neas, Classical School of Wichita*

*Science, Room 304*

Come prepared to share your favorite science laboratory demonstration, experiment, or activity. Or, don't bring a lab and come to listen, ask questions, and get inspired.

### **Faculty Collegiality inspired by Pixar**

*John Rocha, Ozark Catholic Academy*

*Leaders, Room 305*

Entering the teaching profession, some say that “teaching is the loneliest profession.” They hit right on the mark with such a statement; most teachers are in a room with students of varying ages for 7 ½ hours a day. Maybe, just maybe, they interact with fellow adults for 30 minutes during lunch and perhaps a prep period. Most teachers use this allotted time to grade papers or catch up on lesson plans, so they spend almost no time with other adults. In 2014, Ed Catmull, President of Pixar Animation and Disney Animation, published *Creativity, Inc.* Reading this book inspired me and colleagues to explore ways that friendship and collegiality could be nurtured among faculty members. Over the last seven years, Catmull’s thesis that Pixar is a company grounded in creativity allows teachers to be seen in a similar way. Building a culture of friendship and collegiality begins when trust brings administrators and faculty together, friendship thrives among faculty members, and freedom gives the faculty creative opportunities to form their students as creativity thinkers. An overview of *Creativity, Inc.* will be given and then practical experiences in building collegiality among faculty, who are ultimately the heart and soul of our schools.

## **Workshop Breakout #1 continued (Fri, 10:00-11:00 am)**

### **Feminism, Meteorology, and the Chronicles of Narnia: How Electives Can Enrich Your Students**

*Darren Walker & Dr. William Isley, Cair Paravel Latin School*

*All, Room 306*

"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 concerning which they have not been exposed to carefully reasoned Christian responses. We will discuss how you can expand what you already do, while growing your teachers as well as engaging your students.

## **Workshop Breakout #2 (Fri, 11:15 am-12:15 pm)**

### **Becoming an Expert Reading Teacher with L.E.T.R.S.**

*Jessica Wright, School of the Ozarks*

*K-6, 7th Grade Classroom*

What happens inside the "black box" of reading? How do students enter Kindergarten as non-readers, and complete 2nd grade ready to take on the challenge of reading beautiful literature? If your teacher training experience left you with unanswered questions about the Science of Reading, L.E.T.R.S. may be for you. In this session, I'll explain what L.E.T.R.S. is (and is not) and give an inside look at the components of the program.

### **Assessing Facts, Skills, and Ideas in the Grammar School**

*Carrie Eben, Classical Eben Education Consulting*

*K-6 and Admin, 8th Grade Classroom*

Assessment is necessary, but how can we assess students humanely and honor their unique soul? Using Mortimer Adler's Three Columns of Knowledge as an overarching guide, this session will give practical and hospitable forms for teaching and assessing in three areas: facts, skills, and ideas. Teachers will discuss how to identify a fact, skill, or idea and then be introduced to the appropriate form for assessment. This session is ideal for those teachers who are new to teaching, new to classical education, or for seasoned teachers who want to hone their teaching and assessing skills.

### **Classical Education, Struggling Students, & Special Needs**

*Cheryl Swope, Memoria Press*

*All, Kindergarten Classroom*

Can a classical Christian education benefit any student? How might we teach the struggling learner(s) more effectively in our classrooms and schools? Listen as Cheryl sets the table with initial reflections and then feast in the shared discussion.



## **Workshop Breakout #2 Continued (Fri, 11:15 am-12:15 pm)**

### **Rounds and Canons: the Most Accessible Tool to get Your Students Singing and Making Music Together**

*Jarrold Richey, Geneva Academy*

*All/Music, Lower School Commons*

We all grew up singing and hearing rounds like Row, Row, Row Your Boat, or Frere Jacques when we were younger. But much of our exposure to canons and rounds stopped with those elementary canons and rounds. In this session, you'll get to sing through some canons for elementary, middle, and even high school; that will significantly help your music teacher who is programming the music for your concerts and assemblies. Additionally, many of these classical and folk canons are great additions to sing in your classes and during your school week to bring about a greater enjoyment of music-making and literacy. Participants will leave with some great canons to take back to their school programs and ways to teach them to their students so that our schools will be full of greater and greater joyful music-making.

### **House Roundtable Discussion**

*Grant Bickell, Classical School of Wichita*

*9-12 and Admin, Cummings Foyer*

A meeting of those involved and interested in House System culture. We will meet with the purpose of sharing our trials and triumphs in House System. This should be extremely practical and participants should walk away with new ideas and challenges for the 23-24 school year.

### **Is There Really a Classical Difference?**

*Brad Dolloff, School of the Ozarks*

*All, Room 301*

A recent headline from an online article by Suzette Lohmyer and Anna Dean declared, "A mass exodus from Christianity is underway in America." Twenty-first century research from Barna, Pew, and others indicates many young adults raised as Christian are no longer practicing the Christian faith. According to the ACCS website the objective of member schools is to shape students' virtues to align with God's will rather than merely to prepare students for college. But are we truly making a difference? Brad Dolloff will share the results of an extensive study conducted for his doctoral (cont...)

## **Workshop Breakout #2 Continued (Fri, 11:15 am-12:15 pm)**

degree at Southwest Baptist University, comparing the faith commitment of college aged ACCS graduates with those studied by Kinnaman and Matlock of the Barna group. He will be joined by a recent School of the Ozarks graduate who is teaching at a classical Christian school who will share how his personal experience matches with the research.

### **The Importance of Building A Team**

*Kathy Becker, Memoria Press*

*All, Room 302*

Teamwork makes the dream work, as the saying goes. Hiring a staff in a world of progressivism makes the building of a team of even more importance in classical Christian schools. This session gives valuable insights into how to develop a solid team in your school.

### **Tradition and the Individual Teacher**

*Nathaniel Boggs, Cair Paravel Latin School*

*7-12, Room 303*

Students will consume contemporary media of various sorts. A lot of it is damaging to their souls. Understanding this, CCE teachers ought to make a habit of recommending the contemporary media they believe will be edifying to their students. To do this effectively, teachers need to rely on their knowledge of the characteristics of the classics to discover what is worthwhile. Using the thought of Pascal and T.S. Eliot, I will discuss the concept of "the classic," how to apply this in evaluating contemporary media, and the duties of the teacher in recommendation.

### **Classroom Missionaries**

*Christine Norvell, Sager Classical Academy*

*5-12, Room 304*

Our students can be our greatest ambassadors, so how do we explain classical Christian education to them? Do we? Maybe we hope CCE will come up naturally in class. Maybe we hope our students absorb the lingo in the day-to-day. I know I want to be more than hopeful. This workshop explores using scripture alongside historical and contemporary biographies to help our students better understand and explain classical education.

## **Workshop Breakout #2 Continued (Fri, 11:15 am-12:15 pm)**

### **Using Standardized Test Scores to Evaluate Curriculum and Monitor Student Progress**

*Kevin Thames, Classical School of Wichita*

*All, Room 305*

If you are interested in seeing how to identify specific areas of students that struggle, or if you are interested in making micro adjustments to your curriculum to improve your school's trajectory this session has information that will help you identify areas for potential growth.

### **Senior Thesis: What and How?**

*Josh Dyson, Classical School of Wichita*

*Admin and Rhetoric, Room 306*

This workshop will share what CSW has learned and is currently doing in this space, then hear what other schools are doing and hopefully have some discussion and idea exchange.

## **Workshop Breakout #3 (Fri, 2:30 pm-3:30 pm)**

### **Here's the Science Textbook: Now What Do I Do?**

*Holly Duncan & David Lundeen, School of the Ozarks*

*4th-6th grade and Science, 7th Grade Classroom*

We will show how we've taken a science textbook and crafted a classical plan for the year.

### **Introduction to the Refutation/ Confirmation step of the Progymnasmata**

*Jenni Carey, School of the Ozarks*

*Writing/Rhetoric Teachers 7-12, 8th Grade Classroom*

This introduction teaches the steps of the refutation and confirmation exercises of the progymnasmata (Greek system of teaching rhetoric and writing.) You will receive sources and resources to use in your writing/ rhetoric classroom.

### **The Embodied Classroom: Educating the Whole Person**

*Alicia Brummeler, The Stony Brook School*

*All, Kindergarten Classroom*

Humans are embodied beings. What does this embodiment mean and how does it relate to Christian education? How does recognizing human embodiment—in both students and educators—impact the way we teach? Alicia provides a theological framework for understanding embodiment; she also identifies some of the mistaken assumptions we hold. In addition, she offers embodied practices and rhythms that help you create a flourishing classroom environment.

### **Cultivating Virtue as we Point Students to Christ in the Grammar School**

*Beth Howard, School of the Ozarks*

*K-6, Lower School Commons*

As the steeple of a magnificent castle stretches towards the heavens in all its grandeur, our students are created in the image of God to reflect and glorify him. How do we direct their hearts and minds upward to Christ as they journey through their foundational years in the grammar stage? (cont...)

## **Workshop Breakout #3 Continued (Fri, 2:30 pm-3:30 pm)**

In this session, we will discuss intentional strategies to shape students' desires, beliefs, and habits in the classroom. One that embodies an atmosphere of grace and love for virtue formation and heart transformation, rather than meager moral conformity, or behavior modification in students.

### **ACCS Accreditation: How to Prepare and How to Know When You Are Ready**

*Josh Dyson, Classical School of Wichita*  
*Admin, Room 301*

I would like to share with other schools considering future ACCS accreditation about our accreditation experience as a school and experience from serving on an ACCS accrediting team.

### **Florilegium- The Need for the Common Place Notebook**

*Joe Kral, Ozark Catholic Academy*  
*7-12/Omnibus Teachers, Room 302*

In Medieval times monks used the common place notebook not only as a means of reference but as why to help them gain more insight to helpful and highly regarded excerpts from highly regarded authors. Largely, this is a forgotten practice. As moderns, we tend to rely on a highly sophisticated system of libraries and even the internet to have access to needed quotes. Yet, this old practice was much more than just a system of quotes from well regarded authors, rather it was a means of contemplation for the user and a way for them to join an even deeper understanding of these highly regarded quotations and help with their human flourishing.

### **Pride and Prejudice and Experience: Teaching Austen's Classic through Lived Experiences**

*Katie Karp, Ozark Catholic Academy*  
*7-12 Literature, Room 303*

The phrase "experiential learning" no doubt evokes images of history teachers in togas and baking soda volcanos. These tend to be the lessons that students will remember years after the baking soda and vinegar waves have settled. Experiential learning is memorable because of the way it engages the whole student- but the question worth asking today is: What do we most (cont...)

### **Workshop Breakout #3 Continued (Fri, 2:30 pm-3:30 pm)**

want our students to remember? What is it that they most need to learn? In a post-covid reality, younger generations lack some social and relationship building skills, and the humanities provide the grounds to help students practice these skills through the study of literature, and yes, some experiential activities. The study of human experience in fiction is made real by having human experiences of their own. *Pride and Prejudice*, as a work present in many high school curriculums, presents lots of opportunities to help students practice skills that will help them build relationships and navigate social situations while enabling them to engage more deeply with Austen's novel. Many students have never had the lived experience of asking someone to dance, enduring dinner with a less than pleasant guest whilst remaining cordial, or even writing a letter. What better place to practice the art of conversation and reading social cues than the English classroom? This talk will walk through how to craft and execute experiential learning activities for *Pride and Prejudice*, but the premises explored here are applicable to any work you should choose to study. Building social and relational skills will not only help your students connect with the work but aid them in all their endeavors outside the classroom.

#### **Teaching Gems from C.S. Lewis**

*Christine Norvell, Sager Classical Academy*

*All, Room 304*

C.S. Lewis's works are woven with bits of anecdotes and commentary on the teaching life, many times through the eyes of a student. Through his experiences, Lewis speaks of several processes: unlearning, irrigating, knowing less, stirring the imagination, and humbling ourselves as teachers. Through an array of his fiction and nonfiction, his gentle manner brings encouragement to all of us in our teaching journey.

#### **A School Communications Roundtable Discussion**

*Christa Reiter, Providence Classical Christian Academy*

*Admin, Room 305*

A practical discussion on school communication tools (weekly newsletters, text blasting, and social media) and tips on how and what to share with these tools. Come prepared to ask questions and offer ideas of your own!



**Workshop Breakout #3 Continued (Fri, 2:30 pm-3:30 pm)**  
**Thinking of a Leadership Role: How to Develop the Skills You Will Need to  
Become an Effective Classical Christian Leader**

*Darren Walker, Cair Paravel Latin School*

*All, Room 306*

One of the crying needs of the classical Christian movement (and of Christendom generally) is effective leaders. Often individuals are called upon to lead when they are unprepared or are otherwise not ready to lead. At the same time, others who feel the call to leadership do not know how to prepare for leadership. This workshop will discuss the skills and abilities that aspiring leaders need to develop, as well as how to begin to develop those skills and abilities in their current positions.

## **Workshop Breakout #4 (Fri, 3:45-4:45 pm)**

### **Help! I'm New Here!!**

*Chrissy Martin & Lindsey Hood, School of the Ozarks*

*K-6, 7th Grade Classroom*

Are you a new teacher? Then this session is for you. Come and join us as we share ways to get your classroom set up for success. Please come with questions so that we can discuss your specific needs.

### **Reformation Poetry for Junior High and High School**

*Jenni Carey, School of the Ozarks*

*7-12 Literature/ Humanities teachers, 8th Grade Classroom*

Experience George Herbert and John Donne through example lessons for 7th and 8th grade students. You will receive example poems and lessons to use for teaching poetry in middle school and high school.

### **Improv-arration**

*Kendle Reeves, Providence Classical Christian Academy*

*All, Kindergarten Classroom*

Narration takes center stage in this creative twist on the classical cornerstone. You'll learn improv games for narration practice in your classroom (or homeschool). Then, we'll bring out your inner-drama-kid in small-group practice sessions. Break a leg and get ready to laugh out loud!

### **The Power of the Primary Years: Classical Early Childhood Education**

*Cheryl Swope, Memoria Press*

*K-6, Lower School Commons*

Be ready to take notes as Cheryl shares 15 key tenets of a classical early childhood education for the preschool and primary years.

### **Beyond Sayers—or Back to Sayers?**

*Ian Mosley, Sager Classical Academy*

*All, Room 301*

A popular perception has arisen in classical education that Sayers and her address "The Lost Tools of Learning" belong to an earlier phase in the development of our movement. It has even become somewhat (cont...)

## **Workshop Breakout #4 Continued (Fri, 3:45-4:45 pm)**

fashionable to deprecate Sayers's influence. But often enough, when people claim to be discarding or questioning her ideas, they are really taking issue with folk interpretations of her work that are anywhere from misleading to outright misinterpretations. Which way forward, then? Do we need to go beyond Sayers -- or back to Sayers?

### **Constructing a Christian Past with Beowulf**

*David Pedersen, College of the Ozarks*

*7-12, Room 302*

This workshop will explore the age-old question of the Christianity in Beowulf in light of theories of historical memory. Attendees can hope to acquire an understanding of how the Christian elements in Beowulf gave the Early English a means of validating their local values within a Christian context.

### **Just War Principles and the Culture Wars**

*Matt Stewart, Ambrose School*

*7-12, Room 303*

Some teachers wish the culture wars would just go away, others jump right into the fray. Christians are often divided on which battles need to be fought, but also over how they should be fought and whether they should be fought. Some Christians seek a total war, no-holds-barred approach to the culture wars, and others are culture wars pacifists. In this workshop, I work through the just war tradition and offer points for consideration in addressing the culture wars both in classrooms and in public settings, whether at parent-education events or in publishing ventures. I believe the tradition has much to offer us for thinking through our strategies in the culture wars. Fundamentally, the just war tradition offers a path not just to victory in battles, but a strategy for winning a just and good peace as well.

### **Naming, Noticing, & Wonder (Fighting the Death of Words, Part 3)**

*Sara Osborne, College of the Ozarks*

*All, Room 304*

In his book *Landmarks*, Robert Macfarlane writes that human beings "...are and always have been name-callers, christeners." His book explores the powerful connection between naming and nature, and calls our (cont...)

## **Workshop Breakout #4 Continued (Fri, 3:45-4:45 pm)**

attention to what may be lost when such language begins to die. Just as naming in Genesis 2 conveys meaning and signifies relationship, so does our terminology for engaging the natural world. Macfarlane suggests that this common language of nature possesses “a kind of word magic, the power that certain terms possess to enchant our relations with nature and place.” In this workshop, we will discuss how naming leads to noticing—particularly in the natural world—and how noticing fuels wonder and worship of our Creator. We’ll also turn our thoughts to the problem of students’ increasing lack of nature (and other) vocabulary, including some suggested remedies for practical application. Our goal is not only a bolstered bank of words, but new avenues by which students may wonder at and worship our Sovereign God.

### **The Well-Educated Parent: Creating Joyful Learners in Your Parent Community**

*Jennifer Martin & Ryan Gorman, Anthem Classical Academy*

*All, Room 305*

Classical Christian schools cultivate the souls of students and staff, but they often forget to cultivate another vital part of their community—the parents. School leaders want parents to catch the vision of classical Christian education, help with volunteer opportunities at the school, and share their school experiences with the greater community. Yet, how are schools ministering to parents’ souls so they are continually refreshed to help? If schools want parents who love this type of education, then there must be an intentional time for them to feast on the very things their own children are learning. In this session, we will discuss how to help parents grow in their love of classical Christian education by teaching them to become students themselves. We will discuss some ways leaders can cultivate the souls of their parents, including helpful articles and readings, curriculum demonstrations, and having transparent discussions about parent concerns. We will end the session with whole group discussion, so leaders from various schools can share with one another successful ways they have cultivated parent partnerships at their schools.

## **Workshop Breakout #4 Continued (Fri, 3:45-4:45 pm)**

### **Hindsight Is Always 20/20**

*Nate Hennessee & Lisa Taylor, Legacy Academy*

*Admin, Room 306*

This workshop is aimed at administrators, heads of schools, and board members who are currently working at young and growing schools. Legacy Academy is approaching its 7th year anniversary with over 100 preschool students and 87 students grades K-7. Throughout the years, we have definitely learned some hard lessons and would love to share with other schools what things were a win for us and also things we wish we had avoided doing. We aim for this workshop session to be discussion focused where questions can be asked, thoughts be shared, and that everyone in attendance leaves the session feeling encouraged as they go back to their schools.

## **Special Workshop (Fri, 5:00-6:00pm)**

### **The Forgotten Fun of Folk Dancing: From Prom to Promenade**

*Jarrod Richey, Geneva Academy*

*All, Hook Activities Center*

This workshop will explore practical ways to grow folk dancing into your school culture and how it can bless the work you are already doing. Following the talk, we will dance!

## **Workshop Breakout #5 (Sat, 9:00-10:00 am)**

### **Conflict Resolution: Using Your School's "Why" to Create Unity**

*Darren Walker, Cair Paravel Latin School*

*All, 7th Grade Classroom*

Biblical principles of conflict resolution should (and sometimes do) pervade the life of a classical Christian school. One key to successful Christian conflict resolution is for both parties to be able to understand the goals, mindset, and concerns of the other. This workshop will explore how to use the cultural heart of your school to help you resolve conflicts within the school family.

### **Wait, There's Only Two Bathrooms for 80 People! The Amazing Learning Opportunities Camping Provides for the Logic School Student**

*William Barron & Doug Woolery, Cair Paravel Latin School*

*Logic Stage, 8th Grade Classroom*

Join us as we explain the benefits of incorporating an outdoor multi-day classroom camping experience into the Logic School curriculum. This is not another of those "one more thing to do" things but instead a game changing event that sets each Logic School year off right at Cair Paravel Latin School. We will provide you with all the information on how to do this at your own school including our purchase lists, event rotations, and how we prepare our students and families for this amazing event. We have ample experience to pass on about both our triumphs and our failures during the many years we have led our camp. Camping provides Logic School students with unique opportunities that addresses curriculum already present, accesses moments to build virtue, and provides times for poetic learning unavailable in the traditional classroom. Join us as we cast a vision for you to transform your Logic School into something amazing!

### **Aesop, Plato, and a Formative Education**

*Cheryl Swope, Memoria Press*

*All, Kindergarten Classroom*

Did you know that Martin Luther prized Aesop's fables? How does ancient wisdom inform what we teach? Why can the ancients take us only so far? Join Cheryl on a gentle journey through ancient and Reformational writings to discover the impact of classical Christian education on character formation, life, and faith.



## **Workshop Breakout #5 Continued (Sat, 9:00-10:00 am)**

### **Where Will Your School be in 2323? Tips for Surviving the Next 300 Years**

*Frank Clement, America's Christian Credit Union*

*Admin, Room 301*

Are you taking steps to make sure your school will still be operating 300 years from now? Come hear practical insights on how to strengthen your school's future and ensure it continues to have an impact in your community for generations (and generations and generations) to come.

### **Classical University: How I Play Their Game by My Rules**

*Jenna Carey, University of Arkansas*

*All, Room 302*

I am a classical education alumna - a product of School and College of the Ozarks. I now teach at a public university as a graduate assistant while I obtain my MA in medieval literature. I teach Composition I to 40 (out of 30,000) students each semester, faced with reconciling the University's standards of education with my own classical background. Though challenging, I have implemented ways to teach my students classically without diverting from the public guidelines of my course.

### **Accompaniment: Building Authentic Friendship with Faculty and Students**

*John Rocha, Ozark Catholic Academy*

*All, Room 303*

There are a few friendships throughout history that can guide and inspire us in the 21st century: Socrates and his students, Thomas More and Erasmus, and Christ and his disciples. Using Aristotle's understanding of friendship found in the Nicomachean Ethics, we will explore three examples of friendship. First we will examine Socrates and his students (Plato, Xenophon, and Alcibiades) which shows as an example of a teacher's friendship with his students. Second will reflect on friendship among equals, through Thomas More and Erasmus. Third we will see how Christ on the road to Emmaus takes friendship to a transcendent level. Questions that we may ponder: Can teachers and their students have a friendship? Are such friendships possible at our schools? How does Thomas More and Erasmus inspire collegiality among our fellow faculty members? Do our schools foster friendship of accompaniment like Christ on the road to Emmaus?

## **Workshop Breakout #5 Continued (Sat, 9:00-10:00 am)**

### **What do Parents Think about Classical Education? And What it Means for School Leaders**

*Albert Cheng, University of Arkansas*

*Admin, Room 304*

In this workshop, Dr. Albert Cheng will present findings from a survey and focus groups of parents who enroll their children in classical charters schools. Over 500 parents provided their perspectives about the value of classical education, why they send their children to classical schools, and what they hope their children will gain from a classical education. Implications of the findings for recruiting families, marketing classical schools, strategic planning, executive leadership, and policy advocacy for classical schooling will be discussed.

### **Simple Software for Easy School Management**

*Vanessa Lopez, ClassReach*

*Admin, Room 305*

School administrators are busy day in and day out. Finding the time for a one on one demo of new school administrative software can be impossible, even when keeping your old software is painful! This workshop is designed to provide a quick look at ClassReach - an easy to use, web-based school management software. Bring your team and your questions to this interactive demonstration. ClassReach provides materials and demo account access to admins who would like to present the software to their boards.

### **How to Grow Your Enrollment with Your Website**

*Mitchell Slater, Slater Strategies*

*Admin, Room 306*

You have a website, but is it set up to grow your enrollment and bring your school more revenue? Learn actionable steps you and your school can do on your website to get ready for fall enrollment and fill empty seats. Because every empty seat is a student not getting a Christian education.

## **Workshop Breakout #6 (Sat, 10:15-11:15 am)**

### **Developing an Elevator Speech: How to Talk to People About Classical Christian Education**

*Darren Walker & Michelle Walker, Cair Paravel Latin School*

*All, 7th Grade Classroom*

How many times on the spur of the moment has someone asked you what you do? "I work at a classical Christian school." "What's that?" It happens on airplanes, at parties, at ball games, in elevators, and in all sorts of other places and circumstances. This workshop will be a collaborative discussion to help you develop both short and more involved answers to those questions, tailored to your school's mission and vision.

### **Teaching Latin While Studying and Meditating on the "Pater Noster"**

*Emily Humphreys, School of the Ozarks*

*Latin, Grammar, and Bible, 8th Grade Classroom*

The "Pater Noster" (The Lord's Prayer) can be used to teach Latin grammar and for a class devotion. By beginning each class with a corporate prayer, the teacher can use different parts of the prayer to teach applied Latin grammar. Considering the implications of the grammar, one can add devotional and contemplative ideas to enrich the study of the prayer and make personal applications.

### **Screwtape Proposes a Toast: A Glimpse into Lewis' View of Education**

*Christine Norvell, Sager Classical Academy*

*All, Kindergarten Classroom*

Screwtape Proposes a Toast is a veil of fiction that satirizes the American and British education systems in the 1950s. It also reveals Lewis's philosophy of education. In this workshop we will read several pages of Lewis's work and identify his education ideas as well as our own. No prior reading required.

### **Aquinas & The Dobbs Era**

*Joel Kral, Ozark Catholic Academy*

*7-12, Room 301*

Now that Roe has fallen how does Thomism help answer some of these moral/political questions that are arising regarding the unborn child. How are states to address these questions of the beginning of life now? How (cont...)

## **Workshop Breakout #6 Continued (Sat, 10:15-11:15 am)**

do cities? New legislative initiatives are coming into being and how do they address the beginning of life issues differently than before? Is incrementalism still effective as a moral solution? These questions (and more) will be asked and answered using the philosophy of Thomas Aquinas.

### **Square Peg, Round Hole: Science in Christian Classical Schools**

*Brian Polk, School of the Ozarks*

*Science, Room 302*

Most Classical Christian educators recognize that they ought to teach science but don't really know how to do it in a way that is distinctively Classical. This workshop will attempt to replace the term science with Natural Philosophy and nest it within the humanities, as it was until that terrible day in 1834 when William Whewell coined the term science.

### **The Marriage of Logic and Poesy: Elevating the Rhetoric of the Student Through the Sonnet**

*Dan Snyder, Concordia Academy*

*All, Room 303*

Coaxing the student into eloquence is the job of the teacher of rhetoric. We often assume that the work done in logic and language classes will find its way forward by the operation of the Muse. The Muse, seemingly blind, is not always eager to come forward unless invoked in the proper time and place. The Muse only seems blind though, when authors fail to see everything she must see before she sings. The classical methods of invention and demonstration are the environment prerequisite to the works of poesis, and writing poetry provides the exercise that heightens eloquence in your young rhetoric students. Practical Muse baiting will be demonstrated in steps that may be applied to the classroom.

### **Teaching Rhetorical Analysis Using Biblical Texts**

*Charity Gibson, College of the Ozarks*

*7-12, Room 304*

The first portion would highlight the opening of the four gospels and the ways Matthew, Mark, Luke, and John all used different rhetorical strategies (drawing upon their own expertise, experiences, and personality) to (cont...)

## **Workshop Breakout #6 Continued (Sat, 10:15-11:15 am)**

begin writing their book. If possible, I would show the brief scene from *The Chosen* showing John experiencing writer's block but then discovering how to write the beginning of the book of John. Students can observe how a variety of rhetorical strategies can be used while still highlighting the uniqueness of the writer's voice. The second portion would focus on two poems that were inspired by Velasquez's "Kitchen Maid with Supper at Emmaus" which was inspired by Luke 24, "On the Road to Emmaus." The first poem is Denise Levertov's "The Servant-Girl at Emmaus" and the second poem is Natasha Trethewey "Kitchen Maid with Supper at Emmaus, or The Mulata." Students can again observe how a variety of rhetorical strategies can be used while still highlighting the uniqueness of the writer's voice. I hope to expose those in my session to specific biblical texts/media that can be used for rhetorical analysis as well as spark educator's imagination about texts they are familiar with or could discover and do something similar with.

### **How to Identify the Seven Components of a Healthy Christian School**

*Walter Kearns, Champion Group*

*Admin, Room 305*

It can be difficult to identify where your greatest pain point is when there are so many. Come hear how you can determine the root cause of your pain and work towards greater school health and spiritual effectiveness.

### **Student Leadership Development through Your School's Social Media**

*Mitchell Slater, Slater Strategies*

*Admin, Room 306*

Your school needs a social media presence online to attract new families, but it can be overwhelming managing it yourself. Learn how to empower your students to run and manage your schools social media accounts so they can learn skills they can use for years to come. At the same time, they'll be helping to grow your enrollment, while gaining leadership and entrepreneurial skills in the process

Please make plans to join  
us next year:

**March 1-2, 2024**