

EXPLORING classical Christian education in the 21st century context



March 1-2, 2024

Point Lookout, Missouri at College of the Ozarks

Classical Christian Education Conference

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Classical Christian Education for All Ages

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Classical Christian Education Conference

March 1-2, 2024

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 7th/8th grade rooms are in the S. Truett Cathy Lower School.

**Recommended for First Year Teachers*

Friday, March 1

7:30-8:45 am	Registration & Light Breakfast
8:45-8:55 am	Opening Remarks (Hook Activities Center) ~Scott McElvain, S of O
8:55-9:00 am	"Come Thou Almighty King" ~Led by Jarrod Richey, Geneva Academy
9:00-9:30 am	Plenary #1 (Hook) "Wisdom, Eloquence, and Virtue" ~Brian Polk, S of O & SCL
9:30-9:45 am	Instructions and Transition to Breakouts ~Kyle Rapinchuk, S of O & The Classical Thistle
10:00-11:00 am	Workshop Breakout #1 (See pages 3-6 for workshop descriptions)
11:15 am-12:15 pm	Workshop Breakout #2 (See pages 7-9 for workshop descriptions)

12:15-2:00 pm	Collaborative Lunch & Vendor Time (Hook)
2:00-2:15 pm	Plenary #2 (Hook) <i>"Mathematics and the Nature of Truth" ~Dan Kline, C of O</i>
2:30-3:30 pm	Workshop Breakout #3 <i>(See pages 10-12 for workshop descriptions)</i>
3:45-4:45 pm	Workshop Breakout #4 <i>(See pages 13-15 for workshop descriptions)</i>
5:00-6:15 pm	"Making Proms Promenade Again" (Hook) ~Jarrod Richey, Geneva Academy

Saturday, March 2

7:00-8:00 am	Light Breakfast and Vendor Time
8:15-9:45 am	Themed Seminars <i>(See pages 16-18 for workshop descriptions)</i>
10:00-11:00 am	Workshop Breakout #5 <i>(See pages 19-21 for workshop descriptions)</i>
11:15-11:45 am	Plenary #3 (Hook) <i>"Living a Seamless Life" ~Daniel Chinn, C of O</i>
11:45 am-12:00 pm	Final Remarks ~Scott McElvain & Kyle Rapinchuk, Conference Organizers
Noon	"Doxology" and Dismiss

THANK YOU TO...

BOBCAT FOOD SERVICES ~ We are thankful for Craig Ernsting, Sandra Kelly, and the team at Bobcat Food Services for providing our breakfasts 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.

BETA CLUB ~Thanks to our S of O Beta Club students for serving as greeters, parking attendants, videographers, hospitality room hosts, and more!

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

Workshop Descriptions

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

A Wilder Odyssey: The Homeric Husband, Wife, and Hero in the Little House Series

Ethan Smilie, College of the Ozarks

K-12 and Literature, 7th Grade Classroom

Amid accusations of racist portrayals of Native and Black characters, use of Laura Ingalls Wilder's Little House series in public schools is declining sharply. Many private classical schools, however, continue to utilize the series both as an aid to learning about a seminal period of American history and as a way of inculcating virtues, such as endurance and self-reliance. This paper seeks to justify the novels' incorporation in classical schools beyond these reasons, arguing that Wilder raises questions about heroism, piety, and family prevalent throughout the western literary tradition. In particular, this paper reads the series in dialogue with Homer's Odyssey about the heroic statuses of husbands and wives. Both Wilder and Homer portray the detrimental effects of a husband's heroic adventurousness that must be countered by a wife's equally weighty and heroic civilizing force. As such, the Little House series and the Odyssey fittingly serve as bookends to a classical student's education.

Science Journaling for Grammar School

Katy Basquez, Classical School of Wichita

K-6 and Science, 8th Grade Classroom

Our 6th Grade Life Science journal practice is inspired by John Muir Law's writing in his book entitled The Laws Guide to Nature Drawing and Journaling. In it he writes, "Keeping a nature journal is a way to rediscover the thrill of science. Observing and journaling will slow you down and make you stop, sit down, look, and look again. How often do we take the time to be still, quiet and attentive? Engaging in this process helps you to organize your thoughts, piece together answers, and ask richer questions. Once you slow down and look long enough to record observations in your journal, mysteries will unfold before you. At the core of all science are insatiable curiosity and deep observation, qualities that lead to the best kind of learning: learning motivated by your intrinsic wonder, hunger to understand, and ability to observe...the benefit of journaling is not limited to what you produce on the page; it is, rather found in your experience and how you think along the way."

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

***Transitions, Catechisms, and Liturgies, Oh, My—How to Connect Your Students to God, the Curriculum, and the Classroom**

Michelle Walker and Jamie Bazil, Cair Paravel Latin School

K-3, Kindergarten Classroom

Why are planned transitions so valuable in the classroom? What can catechisms do to enhance your curriculum? How can liturgies connect your students to God? Current classroom teachers will give you examples, strategies, and resources for how to implement these practices into your everyday teaching.

Teaching Gems from C. S. Lewis

Christine Norvell, Sager Classical Academy

All, Lower School Commons

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, receiving, 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.

SCL Thriving Schools Initiative

Albert Cheng, University of Arkansas

Admin, Room 301

Come learn about the Thriving Schools Initiative from Society for Classical Learning.

Isocrates and the Tradition of Eloquence

Austin Anderson, Veritas Christian School

7-12 and Humanities, Room 302

Isocrates was the most successful educator in 4th century Athens. Cicero called him, "The Father of Eloquence" and "The Master of All Rhetoricians." The historian H. I. Marrou claimed that, "On the whole it was Isocrates, not Plato, who educated fourth-century Greece and subsequently the Hellenistic and Roman worlds; it was from Isocrates that, 'as from a Trojan horse,' there emerged all those teachers and men of culture, noble idealists, simple (cont...)

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

moralists, lovers of fine phrases, all those fluent, voluble speakers, to whom classical antiquity owed both the qualities and the defects of its main cultural tradition ... it is to Isocrates more than to any other person that the honour and responsibility belong of having inspired in our Western traditional education a predominantly literary tone.” In this presentation, we will examine the work of this forgotten father of classical education through his two educational treatises, *Against the Sophists* and *Antidosis*, and consider what principles we can apply to the rhetoric education today.

***The True Idea of Liberal Education**

Chris Buckles, Providence Academy

All, Room 303

A survey of the highlights from a treatise by Tayler Lewis, so titled, on the essence and spirit of what a liberal arts education is meant to cultivate, particularly in terms of education for the soul and how growing in knowledge works to awaken certain parts of the heart, mind, and soul of a person that otherwise lie dormant.

Teaching Math Classically: Learning from Euclid

Nathan Pegors, Worldview at the Abbey

K-12 and Math, Room 304

This workshop will explore how math has been taught historically and how to apply those principles in the contemporary classroom. Emphasis will be given to Euclid's *Elements* and the use of induction to teach students how to think mathematically. Applications will be given for both K-6 and 7-12 levels of math education.

Teaching Worldview, Rhetoric, Classics, and Faith through Dystopian Literature

Nancy Head, Great Commission Schools

7-12 and Humanities, Room 305

Shakespeare, William Pitt the Younger, Huxley, Orwell, Wiesenthal, Bradbury, and Solzhenitsyn provide readers with the opportunity to see history and our own times through actual and fictional societies their crafters imagined to be ideal but the reality has been far from good. Questions that proceed from such reading include the following: Which worldview(s) leads() people to freedom? Which to oppression? How does the way a society views God and (cont...)

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

humans determine whether that society will be free? Analysis of these texts and discussions provides students with the opportunity to craft and present their own arguments, both written and spoken. Participation in speaking competitions lets students hone their skills, build their resumes, and sometimes enjoy financial rewards for their hard work. Many of these writers use ideas from Plato, Socrates, and scripture offering the opportunity to understand these texts more deeply as well.

Cultivating Virtue through Teaching Writing

Sara Osborne, College of the Ozarks

All and Writing, Room 306

In this workshop, we will explore the idea of writing in obedience to the Greatest Commandment—loving God and loving others. We'll also discuss how the writing process can cultivate virtues such as humility, compassion, hospitality, and hope. Workshop participants will be invited to consider how regular writing activities and assignments can be used to not only grow student skill, but also fulfill the goals of classical education in training our students in wisdom and virtue.

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

Imagination Unleashed: Enriching Classroom Learning through Artful Discovery

Richard Williams, School of the Ozarks

All and Art, 7th Grade Classroom

"Imagination Unleashed: Enriching Classroom Learning Through Artful Discovery" is a dynamic session designed for classroom teachers eager to integrate art observation into their teaching repertoire. This interactive workshop unveils practical strategies for using art to spark curiosity, enhance critical thinking, and foster creativity among students. Participants will learn how to select engaging artworks, facilitate enriching discussions, and conduct art-inspired activities that complement various subjects. Whether you're new to art appreciation or looking to refresh your approach, this session offers valuable insights for enriching your classroom with the transformative power of art, making learning a more vibrant and imaginative experience for students.

Is Classical Literature Relevant for Our Day?

Kathy Becker, Memoria Press

All, 8th Grade Classroom

As classical educators, we are often asked the question - Why classical literature? Shouldn't students read modern books that relate to present day life? The answer is no. Let's look at what classical literature has to give that many other books don't.

Teaching Aesop: The Ant and the Chrysalis

Cheryl Swope, Memoria Press

K-8, Kindergarten Classroom

Aesop's Fables: with wisdom, resources, and practical tips for teaching different ages and abilities.

***Cultivating Intellectual Virtues across K-12 Classical Classrooms**

Carrie Eben, Classical Eben

K-12, Lower School Commons

Dr Jason Baehr, founder of The Intellectual Virtues Academy in Long Beach, CA highlights nine intellectual virtues for students to cultivate in his book *Deep in Thought: A Practical Guide for Teaching Intellectual Virtues (cont...)*

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

Teachers will define and discuss Baehr's nine virtues and will practice exercises that cultivate these virtues which can be integrated into any lesson.

Making the Hard Call: How to Make Wise Decisions When Everyone is Watching

Josh Dyson, Classical School of Wichita

Admin, Room 301

All of us are called upon to make hard decisions in our lives, but some of us have to do so more publicly than others. This workshop will consider how to make hard decisions when all eyes are on you.

Teaching Normatively: How to Contextualize Analysis and Create Engaging Student Discussion

Jacob Douvier, Providence Academy

7-12 and Humanities, Room 302

The workshop aims to introduce teachers to the concept of teaching normatively and how to properly use the tools of analysis in the context of a normative discussion.

***Writing a Personal Philosophy of Education**

James Seidel, Cair Paravel Latin School

All, Room 303

This workshop focuses on writing and evaluating a personal philosophy of education with the goal of helping teachers better understand how and why they teach as they do. We will examine some key components of personal philosophies of education. After looking at some examples of written philosophy of education statements, we will take some time to create or revise ours. Teachers who already have a written philosophy of education should bring it with them for revision.

Using Your Writing Program as a Connector for Your Curriculum

William Barron and Doug Woolery, Cair Paravel Latin School

6-8 and Writing, Room 304

An effective writing program can be a great tool to teach Logic School students how to build strong essay-writing strategies. We treat our program (cont...)

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

both as a stand-alone class that focuses on the natural integration of subject matter from other classes and as a toolbox to be used in other courses. Come find out how you can use writing across the curriculum as a way to promote student competency in both the parts and the whole of essay writing.

Lessons from Aristotle's *Ethics*

Brad Pardue, College of the Ozarks

9-12, Room 305

This session will explore Aristotle's understanding of the virtuous life as articulated in his *Nicomachean Ethics* and why his thought remains relevant to modern discussions of character. It will also consider ways to engage students in discussion of the many significant issues that Aristotle addresses in this foundational work.

Testing Data: Is It Useful?

Kevin Thames and Adam Roate, Classical Learning Test

Admin, Room 306

Participants will be taught how to interpret standardized testing data using the CLT score format and how to use that data to evaluate curriculum, individual student success, and methods of professional development.

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

The Classics are for Struggling Readers, Too

Sara Osborne, College of the Ozarks

All, 7th Grade Classroom

Can students with reading challenges really benefit from classic literature? (Answer: YES!) This workshop will explore the benefits of classic literature for all kinds of students, including those with substantial reading challenges. We will address some common obstacles struggling readers encounter when approaching classic literature and discuss strategies for helping such students develop a rich reading life!

“How Does a Poem Mean?” a practical application of John Ciardi’s Treatise on Poetry

Jenni Carey, School of the Ozarks

6-12 and Literature, 8th Grade Classroom

Harvard and Rutgers University professor John Ciardi writes about leading students through the steps of experiencing poetry. In his book, “How Does a Poem Mean?” he uses examples of poetry to prove that form, meter, and rhyme add to the meaning of poems. This workshop will focus on ways to help students in grades 6-12 navigate all aspects of poetry. Through reading, experiencing, and discussing poetry, we will practice instructional techniques you can bring back to your school and use in your classroom.

***Igniting Sparks in our Students with Powerful Phonics and Reading Instruction**

Beth Howard, School of the Ozarks

K-6, Kindergarten Classroom

Kindling healthy habits in students is essential for success as we develop readers who thrive. In this workshop, grammar teachers will uncover key components of robust phonics instruction that yield flourishing and fluent readers and reveal simple roadblocks that too often hinder our learners from success. You will have the opportunity to share your best practices proven effective with your students.

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

Some Enchanted Reasoning

Jarrod Richey, Geneva Academy

All and Music, Lower School Commons

This talk will discuss Music's Joy & Beauty in Classical Christian Education by highlighting the ancient and future orientation of music and singing in the education of all our students.

You're a Genius!: Using Patrick Lencioni's Working Genius Model in School Setting

Josh Dyson, Classical School of Wichita

Admin, Room 301

Our Administrative Team has found tremendous value in Patrick Lencioni's Working Genius model. It has impacted the way we talk, how we run our meetings, and even how we deal with interpersonal conflict. I highly recommend this model to school administrators and I am excited to share with you why!

Development Basics: Creating a Strategic Plan for Marketing & Development at Your School

Gene Liechty, Veritas Press

Admin, Room 302

This workshop explores how to create a strategic plan for marketing and development.

High & Low Brows: A Little Known Lewis Essay

Christine Norvell, Sager Classical Academy

All, Room 303

What makes a book good or bad? Is that a fair distinction? How do we define these labels and determine what is worth reading? Who determines that worth anyway? In his essay "High and Low Brows," C.S. Lewis explores all the ways we talk about books, weighing many categories. Join me in the journey of definition as we read portions of Lewis's twenty-page argument. His solution just might rest on us, his fellow teachers, and how we talk about types of books with each other and our students. Copies provided.

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

***Poetry as Pedagogy**

Kyle Rapinchuk, School of the Ozarks and The Classical Thistle

All and Literature, Room 304

Poetry is not just about content. Poetry is also an effective, but rarely used, pedagogical tool to help students improve writing, thinking, and imagination. This workshop will explore how teachers can utilize poetry in each of the three columns of teaching (facts, skills, ideas) proposed by Mortimer Adler.

Laser Guns and Space Princesses: A Case for Science Fiction in the Classical Curriculum

Nathaniel Boggs, Cair Paravel Latin School

6-12 and Literature, Room 305

When putting together a literature curriculum, the greatest restriction is there is too much you want to read in too little time. In recognition of this, any novel addition to the generally accepted classical curriculum must be justified. In this workshop, I will contend that works of science fiction can possess the qualities of "classical literature" and that there are certain works that ought to be seriously considered by teachers and curriculum committees.

The Trivium and the Good Life in Boethius's *Consolation of Philosophy*

Anthony Cirilla, College of the Ozarks

7-12 and Humanities, Room 306

Boethius was a foundational figure for the classical liberal arts curriculum in Christian education, and the trivium (the arts of grammar, logic, and rhetoric) constituted a major part of his academic work. When Theodoric and the Senate unjustly imprison him and put him on death row, Boethius is not only dealing with the problem of evil but also the problem of the liberal arts to deal with evil. Through the Muses, the pseudo-philosophers, and Lady Fortune, Boethius depicts examples of distorted use of grammar, logic, and rhetoric, but through Lady Philosophy and her consolation presents a figure who integrates the arts of the trivium into a consistent personality which depends upon God for satisfaction. In Boethius, "trivial philosophy" takes us beyond knowing how grammar, logic, and rhetoric order our speech and into how they order the soul's attachment to the good.

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

Socratic Learning

Timothy Dernlan, ACCS

All, 7th Grade Classroom

Socratic teaching is held up as one of the many great hallmarks of a classical Christian upper school. Dr. Dernlan will give a fresh perspective on the roles, preparation, structure, techniques, responsibilities, assignments, training, and benefits of structure, Socratic teaching. There will also be time for questions and discussion as we grow and learn together.

Sabbath Rest and the Classical Christian Educator

Darren Walker, Cair Paravel Latin School

All, 8th Grade Classroom

According to the U.S. Department of Education, 50% of teachers leave the profession within the first five years. Other studies indicate that the average tenure of a principal in a school is only three to four years. Burnout is one of the reasons for these disturbing statistics. As Christians, we have a solution that is not merely provided but is mandated by our Creator--sabbath rest. But how do we make rest a reality in our busy lives? Come and discuss both the philosophy and the practice of sabbath rest.

Start or Strengthen a Classical Education Program for Special Needs

Cheryl Swope, Memoria Press

All, Kindergarten Classroom

Explore effective ways to start or strengthen special needs instruction for all ages and abilities.

***Cultivating Students through Habit Formation**

Beth Howard, School of the Ozarks

K-6, Lower School Commons

As educators, we aspire to teach and train our students to rightly order their affections. What does this process look like and how do we guide our students in this monumental endeavor? To a great extent, this formation occurs through practices that cultivate rich habits of the heart, head, and hands for flourishing. We will identify these habits and reflect on the cultivation process in the day-to-day rhythm of the classroom.

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

House Roundtable Discussion

Grant Bickell, Classical School Wichita

9-12 and Admin, Room 301

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.

Asking Good Questions in the Literature Classroom

Jenny Martin, Anthem Classical Academy

All and Literature, Room 302

Teaching students to think for themselves is at the heart of many classical schools. To do this well, both teachers and students must learn how to ask good questions about the texts they encounter in class. In this session we will discuss how we can develop good questioning practices with our students. We will read a short passage or poem together, and then we will spend time discussing various types of questions. This will be an open discussion, so please bring any of your own questioning practices to share with the group.

Theological Thinking and Other Unnatural Acts

Kyle Rapinchuk, School of the Ozarks and The Classical Thistle

All, Room 303

At classical Christian schools, we all teach theology and center our curriculum on Christ. But what are we doing to help our students think theologically? This workshop will explore what it means to think theologically and how to instill this in our students of all ages.

Alternate Assessment in the Age of AI

Carrie Eben, Classical Eben

9-12, Room 304

At the end of 2022, the advent of ChatGPT caused many teachers to second guess student work. How can teachers distinguish essays or other types of written assessments their students present truly originate from the student? Many times, they can't. Join Carrie as she shares some alternative assessment successes learned teaching upper level humanities this year. Bypass (cont.)

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

ChatGPT AND evaluate student learning well with inventive forms of assessment that embodies the virtues of classical education!

De Trinitate Rhetorica: The Triune Foundations of Composition and Rhetoric

Ben Schmidt, Classical School of Wichita

7-12 and Humanities, Room 305

Why do we want to teach students to write with truth, beauty, and goodness? Clarity, artistry, and depth? We could answer in many ways, but, as (cont...)

Christians, the most significant is that we want students to glorify and enjoy God through all of their communication. As image bearers of God, we reflect the speaking God as He, in Himself, speaks. Language is primarily Trinitarian before it is human. His speech, first in Himself and then to men, is the foundation of human speaking. When men speak, they rely on Him in every way.

***Mimetic Teaching**

Jacob Douvier, Providence Academy

All, Room 306

The workshop will demo several short mimetic lessons, followed by breaking down the steps to create a mimetic lesson.

Themed Seminars (Sat, 8:15-9:45 am)

Grammar School (K-6) Seminar – Hook Activities Center

Michelle Walker, Cair Paravel Latin School - What's Your One-Third? The Discipline of Habit Formation

Charlotte Mason once said that one-third of education is the cultivation of good habits. What can you do to cultivate good habits most effectively in your students? And, if you do not cultivate good habits, what bad habits form in their absence?

Jamie Bazil, Cair Paravel Latin School - Using Visual Schedules with Pre-Readers

Using a classroom schedule helps students to know what is happening next and to avoid anxiety. But what do you do with students who have not yet learned to read? This session will provide practical solutions for this problem.

Cheryl Swope, Memoria Press - Little by Little, We Teach

This talk explores teaching students with learning challenges within the context of a classical education

David Lundeen, School of the Ozarks – God I Wonder

This talk shares a Bible reading practice I have used with my middle school students.

Leadership Seminar – Room 301

Darren Walker, Cair Paravel Latin School – An Alternative to Suspension

After in-class discipline, detentions, and similar consequences, where do you go with discipline? The typical process is to move to a suspension, either in-school or out-of-school. But how do we prevent students from seeing a suspension as an extra vacation day? This session will present an alternative approach that can change how your students see discipline.

Chris Buckles, Providence Academy – Leaders as Shepherds

This would be a forum for administrators to gather and discuss our role as shepherds, particularly how we bear not only organizational/managerial burdens, but even pastoral/spiritual burdens as school leaders. I would moderate a conversation between leaders as we share struggles and seek to support each other in achieving a sustainable tenure as leaders, as well as developing a strong and supportive team around us.

Themed Seminars cont. (Sat, 8:15-9:45 am)

Brad Dolloff, School of the Ozarks – We Are Farmers

When talking about leading and teaching at classical Christian schools, it can help us to understand our task as farmers.

Nathaniel Boggs, Cair Paravel Latin School – Are you Loco?

The doctrine of in loco parentis (i.e., "in the place of a parent") is an important idea in classical Christian schools. What are the implications of in loco parentis in the context of classical education? What are the current prevailing societal attitudes towards the duty and authority of parents, and how does that impact our CCE schools in particular?

Integrated Humanities Seminar - Room 303

Doug Woolery, Cair Paravel Latin School – Training Students as Editors

The effective writing process should include several stages after initial drafting—self-editing, peer editing, revising, and finally submission. How do we train our students to be more proficient editors, both of their own work and of the work of others?

William Barron, Cair Paravel Latin School – Teaching Science and the Integration of Humanities

Science as a discipline can easily become siloed from other areas of learning. Classical Christian education instead requires the integration of other resources, such as primary sources from scientists, poetry and literature, historical materials, and the recognition of Scripture as the framework around which scientific inquiry is built. In this way, students learn to see science as a part of a more complete picture, rather than as an isolated topic.

Kyle Rapinchuk, School of the Ozarks and The Classical Thistle & Karis Rapinchuk, School of the Ozarks Senior – The Great Conversation

Kyle, with the help of his daughter, Karis, will share an overview of our integrated humanities course, The Great Conversation, and some of the stories of students' favorite moments.

Fine Arts Seminar - Room 304

Richard Williams, School of the Ozarks – From Traditional to Transformational: A Journey Toward the Atelier Method in Classical Art Education (cont...)

Themed Seminars cont. (Sat, 8:15-9:45 am)

This talk will address the importance of skill acquisition in art education without losing sight of the Biblical and holistic understanding of art.

Jarrold Richey, Geneva Academy – Music as Key to Culture

It's easy to justify the presence or lack of music in the arts for the wrong reasons. Here's a refresher on how we should clearly think about music education as Christians and as educators, administrators, and parents.

Mathematics Seminar - Room 306

James Seidel, Cair Paravel Latin School – Having a Mathematical Discussion

Discussion is a hallmark of a classical, Christian education. Mathematics classes, however, are the exception. Many math teachers have never even participated in a discussion of mathematical topics, much less tried to teach using discussion. This workshop aims to provide mathematics instructors in grades 7-12 with some suggestions for and some experience with mathematical discussions. Through engaging in a discussion of mathematical topics, participants will gain an understanding of how to incorporate discussions into their "pedagogical tool bag."

Charlie Warfield & Andrea Martin, School of the Ozarks – Harkness Math

We will briefly outline how we have adopted Exeter's PBL Harkness math and the wins and challenges we have experienced.

Workshop Breakout #5 (Sat, 10:00-11:00 am)

Make Learning Unforgettable

Karla Ohmie, Classical School of Wichita

K-6, 7th Grade Classroom

This is a structured round table discussion where grammar teachers can share some of their favorite ways to make learning (specifically History, Bible and Literature) come alive for students. The goal is to walk away with projects, activities that can be immediately implemented in the classroom. I will be providing handouts and sharing what has been successful at our school. Those attending are invited to bring handouts, also.

Teaching Nature Studies in the Grammar School

Jenny Martin, Anthem Classical Academy

K-6 and Science, 8th Grade Classroom

The purpose of a classical science education in K-2 is to evoke wonder, appreciation, and reverence for the good that is in the natural world. At these young ages, children are eager to go outside and explore the world around them. In this session, we will talk about how nature studies lay a healthy foundation for developing a scientific mind, while also providing much needed rest from the high structure of a typical school day. We will also discuss how nature studies can incorporate poetry, art, and journaling so students can see the good of the natural world in a variety of ways.

*** Excellence in All Things; A Classical Imperative**

Kathy Becker, Memoria Press

All, Kindergarten Classroom

The classical Christian education movement is in full swing, but we must not succumb to the present day culture of complacency. In our schools and in our classrooms, a culture of excellence must abound.

Enrollment Growth Blueprint: Strategies for Attracting and Enrolling Families

Mitchell Slater, Slater Strategies

Admin, Room 301

This workshop will equip school administrators and admissions teams with the fundamental strategies needed to enhance student recruitment, (cont...)

Workshop Breakout #5 cont. (Sat, 10:00-11:00 am)

with a focus on lead generation, increasing the number of school tours and staying top of mind with your community.

Lessons from Base Camp: Helping Students Transition into College Well

Joe Western, College of the Ozarks

9-12 and Admin., Room 302

The move from high school to college challenges students in many ways. Academic competence is only one of the many skills that prepares students as they take the next steps in their education. This session shares insights gleaned from running Base Camp, the College of the Ozarks' incoming student orientation program that aims to help students understand purpose, calling, identity, and belonging. It will benefit anyone thinking about how to prepare students for college and beyond.

***Every Moment Holy: Liturgies for the Classroom and Life**

Sara Osborne, College of the Ozarks & Kyle Rapinchuk, School of the Ozarks and The Classical Thistle

All, Room 303

Both Kyle and Sara and their families have been blessed by the Every Moment Holy series of liturgies and prayers. Join us as we explore the biblical theme of holiness, learn why the Every Moment Holy books have been so encouraging, and practice writing our own for the school day.

The Back of God: Getting a Glimpse of God's Glory through the Visual Arts

Bethany Wilkins, Geneva Academy

All, Room 304

At Geneva Academy we are striving to teach our students wisdom, which is ultimately a creative virtue. "The LORD possessed me [Wisdom] at the beginning of his work.... When he established the heavens I was there; when he drew a circle on the face of the deep... then I was beside him, like a master craftsman, and I was daily his delight, rejoicing before him always, rejoicing in his inhabited world and delighting in the children of man." Proverbs 8:22-30. We want our students to know good art, create good art, love beauty, marvel at God's creation, and spread the Gospel in compelling ways that proclaim truth and goodness by the things that we make. This is why we have an art (cont...)

Workshop Breakout #5 cont. (Sat, 10:00-11:00 am)

program. In this workshop we will flesh out how we are training our students in our day to day work in the classroom. I will describe the curriculum that I have been developing and relate the practical elements of teaching art that I've learned in my 20+ years of experience.

Lore Craft: On the Necessity and Practical Cultivation of Classroom Lore

Chris Leigh & Kevin Thames, Classical School of Wichita

All, Room 305

"Lore: a body of traditions and knowledge on a subject or held by a particular group, typically passed from person to person by word of mouth." Every experienced teacher knows that classroom culture is where the battle for the student is won or lost. The mysterious nature of this phenomenon often frustrates even seasoned veterans, when explicit expectations are left unmet, and clearly communicated laws are ignored or broken. The enigmatic nature of relationships - especially student-teacher relationships - often means that we are left scrambling for an answer to the problem: "Why don't my students love what I love? Why do I spend so much time in my classroom trying to wrangle my students to the task they *know* they are supposed to be focusing on?" While it is hardly a magic bullet, we'd like to suggest that cultivating a classroom lore is a critical step towards resolving this tension. Teachers, new and seasoned, need to reimagine their approach to the customs and the traditions of their classroom as part of establishing a lore which will reflect the personality of the teacher and organically draw students to naturally uphold and even protect the culture of the classroom you ultimately desire to see.

Make Plans to Join Us for the Following Events:



School of the Ozarks Summer Teacher Training Level 1: Teachers in their first few years



Register at patriots.cofo.edu

July 22-25, 2024

\$395 (lodging and food included)



2025 CCE Conference

March 7-8, 2025

Classical
Christian
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Conference