OHIO
Biblical Permeation
– Brian Hudson

KEYNOTE ADDRESS:
We Have this Treasure: Kingdom Education by the Mercy of God - II Corinthians 4
This keynote will address the great calling Christians have in Kingdom Education. We will discuss the richness of God's mercy as the foundation of our ministry. We will identify the attitudes, character, goals and outcomes of true Kingdom education, seeking to encourage all who are called to this high and precious ministry.

BREAKOUT SESSION ONE:
Biblical Permeation in Kingdom Education
Christian schools are struggling in the modern world to understand and communicate their distinctiveness. We strive for relevance in a competitive market, but find instead, we are courting irrelevance. Our distinctiveness won't be found in new techniques, unique programs or the newest curriculum. Our distinctiveness is found in the uniqueness of our Christian faith. Our goal should not be to imitate the world but to develop our teaching, culture and curriculum in a way that is permeated with a God entranced culture and presence of Christ's kingdom, mediated through His Eternal word. We will discuss the misconceptions in modern Christian Education and chart a course where God's word and power permeate every aspect of a Christian school.

BREAKOUT SESSION TWO:
God, Creation and Humanity – Laying the foundation for Biblical Permeation
This session will focus on our understanding of God, Creation and Human beings as the starting point for Biblical Permeation. Christian schools are not struggling because they lack vision, they are struggling because they lack a “fixed” vision and a firm foundation in the Biblical understanding of God, creation and humanity. Most of education focuses on the “means” of education rather than its “Ends.” Once these “Ends” are firmly established, Christian schools can become a true alternative in a lost and dying culture.

BREAKOUT SESSION THREE:
Beauty, Delight, and Receptivity – The catalyst for Biblical Permeation
Schools today are consumed by State testing, curriculum coverage, and government mandates. We are quickly being conformed into the mold of secular education. Teachers are under continual pressure to meet academic objectives and State requirements. Unfortunately, very few of these things actually impact vibrant student learning and growth. This session will focus on beauty, delight and receptivity as the engine that drives student success, not only academically, but in every aspect of life. We will focus on building the quality of education, not the quantity.

Brian Hudson is the President and Founder of The Clapham Group a collaborative consulting group serving schools and non-profits. He served for four years as the President of Mina Business Solutions and managing partner of Guardian Technology Group. For sixteen years he served as administrator and CEO at Covenant Christian High School in Indianapolis, IN. He received his Bachelor’s degree from Taylor University Ft. Wayne, a Master of Arts degree from Trinity Evangelical Divinity School and a Masters in Education from Columbia International University. In the past Brian has served as a conference speaker, pastor, and adjunct professor. Brian serves as a Senior Fellow at the Sagamore Institute with a focus in education. He is Chairman of the board at Hope Health Care services and on the board of Pacific Link International Educational Services. He served on the board of the Institute for Christian Thought, the Indiana Non-Public Education Association and Anchors Away INC. He also served as the Indiana State representative for the Association of Christian Schools International. Brian has expertise in strategic planning, leadership recruitment, public speaking, fundraising, board governance and training, Christian worldview and development of vibrant Christian cultures.

Biblical Permeation
BREAKOUT SESSION ONE:
Beyond the Walls: Equipping students to leave school without leaving their faith

Many Christian students are experiencing significant frustration and disillusionment in their walk with God. A primary reason is that our focus is often on teaching and measuring outcomes rather than causes of spiritual growth. As Christian educators we are mandated to equip students to become spiritually mature, but without an accurate starting point or destination how do we equip our students to realize the mission in their lives? This workshop will introduce administrators and teachers to data from the largest ongoing global spiritual formation worldview and integration assessment of over 30,000 students. Our role as Christian educators is not to design a new discipleship program but to discover and communicate Christ’s process for making disciples. Participants will be equipped to identify from Scripture the four essential elements that every teacher and student must be equipped with to thrive and not just survive beyond the walls and will hear about best practices of schools that are moving from conventional to Christ-centered education.

BREAKOUT SESSION TWO:
Connecting Truth: Equipping schools with an authentic Christ-centered approach to worldview and integration

Are you tired of approaches to Biblical worldview and integration that feel artificial and leave you, your teachers and your students feeling frustrated? Do you feel equipped with the principles to equip students to authentically integrate their lives outside of your classroom? How do we avoid artificial or inauthentic integration across academic disciplines and align our classrooms for maximized transformational learning? This workshop will equip administrators, curriculum directors and classroom teachers with simple, Christ-centered principles for authentic worldview integration and practical application.

BREAKOUT SESSION THREE:
Christ-centered differentiation and assessment: Equipping schools to connect to the hearts of their students by measuring what matters most.

How does your school equip students to personalize their faith? As Christian educators our mandate is to equip students to become fully mature reflections of Christ but without a Christ-centered model for personal assessment and differentiation we are left to create our own programs and assessments. In this workshop Administrators and teachers will learn how to identify and apply Christ's method for assessment and differentiation as outlined through His teaching and repeated throughout the New Testament.

Participants will also examine two different assessment resources designed to equip schools to create intentional alignment and to maximize opportunities for measurable transformation. This workshop will introduce teachers to the Examine Personal Assessment tool and build upon the data collected from the Global Student Assessment of over 30,000 Christian School Students to demonstrate best practices for how schools and teachers can implement intentional opportunities to equip students to reflect Christ in their context.

Bob Schmidt is a senior trainer and consultant with The Engaged Schools Initiative, a ministry that trains teachers to equip students to reflect Christ. With over 36 years of experience in Christian education including 8 years serving as an ACSI district representative for the state of South Carolina. Bob has been a teacher, coach, assistant principal, principal and Head of School.

As sought after trainer and consultant, Bob has spoken and taught both nationally and internationally on the areas of spiritual formation, integration, worldview, Christ-centered assessment, leadership and Christ-centered excellence in Christian Education.

In addition, Bob consults with schools using The Global Student Assessment an ACSI partner ministry resource that is currently being used by schools on six continents to assess over 30,000 Christian schools students and equip Christian school leaders to measure what matters most. The GSA is the largest and longest ongoing study of Christian school students in the area of worldview, integration, spiritual formation, understanding, motivation, and movement.

Bob received his undergrad from Columbia International University and his Master in school administration from
Biblical Permeation

– Dr. Annie Gallagher

BREAKOUT SESSION ONE:
Biblically Integrated Instruction Defined
Biblically integrated instruction is a hallmark of Christian education, yet a clear understanding of the definition and procedure for implementation is elusive. Through interactive learning during this session, a biblical purpose and research based definition of biblically integrated instruction will be discovered. Participants will engage in practice activities to discern lessons that are biblically integrated and lessons that contain biblical truth, yet are different from biblically integrated instruction.

BREAKOUT SESSION TWO:
Planning Biblically Integrated Instruction
Is it possible to plan a biblically integrated unit of content that authentically engages K-12 students to connect and compare concepts to a biblical worldview? The answer is yes! Through collaborative learning, participants will practice creating parts of a biblically integrated unit plan using principles of backward design.

BREAKOUT SESSION THREE:
Assessment within Biblically Integrated Instruction
How does a teacher determine what students know and are able to do regarding connecting and comparing content to a biblical worldview? By applying a few steps in instructional planning and teaching, teachers can collect evidence of student learning. Using a variety of examples participants will engage in several assessment strategies to use with biblically integrated instruction.

Dr. Annie Gallagher has over 20 years of experience in public and Christian education as a classroom teacher, remedial learning teacher, Director of Curriculum, and Assistant Superintendent of Curriculum. As Assistant Superintendent of Curriculum of the largest Christian school system in the United States, Annie led programs for biblical integration, instructional coaching, quality instruction and assessment, new teacher training, and curriculum alignment, as well as facilitated programs for technology integration.

Annie Gallagher earned a Doctoral degree in Curriculum and Instruction through Columbia International University in 2016. Her research was centered on ways to integrate biblical truth into classroom instruction through instructional coaching. Her research showed that instructional coaching with biblically integrated instruction has a statistically significant effect on teachers' planning ability and quality of classroom instruction. She also developed observation rubrics for biblically integrated instruction as part of her research, as well as a set of instructional strategies called PAQ for permeating biblical truth through regular academic content.

Annie began Transformed PD (TransformedPD.com), a consulting business to provide professional development to Christian educators. She currently provides training and support for teachers and Christian schools for biblical integration and instructional coaching in collaboration with Summit Ministries, as well as working as an independent consultant to schools in the areas of curriculum alignment and instructional practice.

Kentucky is where Annie and her husband, Tom, of 31 years happily call home. They have three children who have grown up on their small farm and are now navigating their way through life, thankfully still seeking after the Lord.

21st Century Classroom
– Dr. Jeremy Ervin

BREAKOUT SESSION ONE:
Be a Connected Educator in the 21st Century Classroom
No, you are not alone as a Christian school educator to implement 21st Century skills into your classroom. There are hundreds of like-minded, similar content/grade teachers like you. Being connected will provide resources, ideas, and strategies to effectively impact teaching and learning in the 21st Century classroom. Gain inspiration and support to become a more connected educator through multiple ways, including social media.

BREAKOUT SESSION TWO:
Be a Connected Educator through Pinterest
Use Pinterest to connect with others as you build your Professional Learning Network (PLN). This interactive session guides the beginner/expert in the use of Pinterest, pinning 21st Century resources, ideas, strategies, and professional learning on your own boards.

BREAKOUT SESSION THREE:
Be a Connected Educator through Twitter
Use Twitter to connect with others as you build your Professional Learning Network (PLN). This interactive session guides the beginner/expert in the use of Twitter, putting 21st Century resources, ideas, strategies, and professional learning in your own hands, literally and figuratively.

Dr. Jeremy Ervin Cedarville University, Associate Professor, Dean. Dr. Ervin is the Inaugural Dean of the School of Education at Cedarville University. His article, “Defining Twenty-first Century Education,” was published in ACSI’s CSE Fall 2014 volume. With Dr. Ervin’s experience in providing professional learning for K-12 teachers and his time teaching pedagogy in higher education, he recognizes how the 21st Century classroom needs to center on the engagement of the learner with enduring understandings. As a certified 7-12th grade mathematics and science teacher, his research interest has been focused on STEM Literacy and aimed at building connections between teachers, professors, and teacher candidates (future teachers). Dr. Ervin’s expertise enables him to provide effective workshops on STEM education, technology integration, and curriculum design.

21st Century Classroom

– Glenn Vos

BREAKOUT SESSION ONE:
Who are we? And what are we doing here?
What are the skills expected of the 21st Century student?
How will we teach those skills?
What is the role of technology in the learning journey for students today and going forward?

BREAKOUT SESSION TWO:
How do we get started developing or implementing a Technology Plan for our school?
What are the various pathways that schools have chosen regarding the use of technology?
How will technology impact the faith formative practices of our school?
What are the steps and processes that will bring the concepts of a plan to become a reality?
Cautions and celebrations from a school that began this journey over 10 years ago
How to engage the various constituencies impacted by this action?
How do you sustain this plan since it is a “black hole” financially?

BREAKOUT SESSION THREE:
How does technology change the classroom today and also tomorrow?
Examples of instructional practices for various grade levels and content areas
Practical applications of how technology can/will impact your classrooms
How will the introduction of greater student access to technology on a daily basis impact our schools in the future? What will this mean for Administrators? For Teachers? For Boards? For Parents? What are the next frontiers for Christian Schools?

Glenn Vos – After graduating from Calvin College in 1970 as a Math major he began a teaching career in NW Iowa for seven years, teaching Math and Science at Unity Christian High School. Glenn then moved to Ontario, California, and spent time there as a teacher, counselor, athletic director, and eventually became the high school principal at Ontario Christian High. In 1989, he returned to Unity Christian as the Superintendent/HS Principal and served there until 1997. He then was appointed the Superintendent of Holland Christian Schools where he served for 17 years. Glenn did his graduate work in Math Education at the University of Minnesota and at Cal State Fullerton in Education Administration. He served as the President of the Board of Trustees for Christian Schools International and as a member of the Dordt College Board of Trustees. Glenn served on the City Council in Orange City, Iowa and in various Chamber of Commerce roles in a number of locations. He is a member of ASCD, AASA, and the Ottawa Area Superintendents Association. He is secretary for the CSI Board of Trustees and a Faculty Member for the CSI Principal Development Institute.

Differentiated Instruction

– Cynthia Tobias

PLENARY SESSION:
What Difference Do We Make?
An Introduction and Overview to Appreciating Our Differences and Changing the World for Christ
An entertaining and encouraging look at why we are called to find and use our strengths for the Creator and Designer of them, and how much we need each other—even when opposite traits seem irritating and inconvenient!

BREAKOUT SESSION ONE:
Getting to Know The Way They Learn
Identifying and Motivating All Kinds of Learners
In this entertaining, fast-paced and informative session, you’ll get insights and practical strategies for recognizing and appreciating all kinds of learning styles. You’ll receive a quick and invaluable profile for identifying natural strengths for learners of all ages, and ideas for motivating them to take charge of their own success. Even the most reluctant students can succeed when we discover how to effectively use their learning style strengths. Unlock the potential in children and adults by getting to know The Way They Learn!

BREAKOUT SESSION TWO:
You Can't Make Me! (But I Can Be Persuaded!)
Bringing Out the Best in a Strong-Willed Child
Chances are good that the Strong-Willed Child will change the world--after all, the world probably won't change them! In this intensely practical session, you'll gain insight into how the mind of a Strong-Willed Child works, recognize why the Strong-Willed Child may choose not to obey, and learn techniques for sharing control without compromising authority. Learn how to turn conflict and confrontation into cooperation by using simple, practical and proven techniques that work for strong-willed individuals at any age.

BREAKOUT SESSION THREE:
A Woman of Strength and Purpose
Directing Your Strong Will to Improve Relationships, Expand Influence, and Honor God
Based on her brand new book, Cynthia will share ideas and insights for understanding and bringing out the best in Strong-Willed Women whose desire is to live all out for God--and anyone who loves or work with them.
Cynthia Ulrich Tobias is Founder, Manager and CEO of Apple St. (Applied Learning Styles). She is an author and speaker, known throughout the United States and internationally for her entertaining, practical and life-changing presentations. Cynthia is a popular presenter at workshops, classes and seminars for business, government agencies, churches and school districts throughout the U.S. and the world including: The Walt Disney Company, Marine Corp Civilian Police, Focus on the Family, GlaxoSmithKline, World Vision, Los Angeles Police Department, Salvation Army, and many others. She is the best-selling author of 13 books including: You Can’t Make Me (But I Can be Persuaded), The Way They Learn, The Way We Work, Every Child Can Succeed, Middle School: The Inside Story, and I Hate School: How to Help Your Child Love Learning.

Cynthia earned her Bachelor of Arts in Education from Northwest Nazarene University and followed with her Master of Education degree from Seattle Pacific University. Her successful background includes over twenty-eight years of private practice and business ownership, eight years of teaching in public high school, six years in law enforcement, and raising her twin sons.

Understanding By Design

– Jay McTighe

PLENARY SESSION:
The BIG IDEAS of UNDERSTANDING BY DESIGN
Understanding by Design® offers an internationally respected and widely used framework for curriculum planning. In this Keynote session, we’ll explore its key ideas framed as questions: What is understanding and how does it differ from knowing? How will we know that students truly understand and can apply their knowledge in a meaningful way? How might we design our curriculum units and courses to emphasize understanding and transfer rather than simply content “coverage”?

BREAKOUT SESSION ONE:
Understanding By Design Stage 1: Essential Questions
How do we “uncover” the key ideas within a Standard or a topic, not just skim (cover) the surface? How do we make education an “itch, not a scratch”? A good essential question serves as a doorway for engaging student inquiry and deepening their understanding. In this session, we will examine the characteristics of essential questions and ideas for designing them.

BREAKOUT SESSION TWO:
Understanding By Design Stage 2: Assessing Understanding
What is understanding? How might we determine if students truly understand important ideas? How will we know that students can apply their knowledge in meaningful ways? In this session, we’ll examine these questions and review a set of practical tools for gathering evidence of student understanding.

BREAKOUT SESSION THREE:
Understanding By Design Stage 3: Teaching for Understanding and Transfer
What instructional techniques are most effective for developing and deepening student understanding of important ideas and processes? How do we prepare learners to transfer their learning? In this session, we’ll consider the A.M.T. framework with associated instructional methods.

Jay McTighe brings a wealth of experience developed during a rich and varied career in education. Well known for his work with thinking skills, Jay has coordinated statewide efforts to develop instructional strategies, curriculum models, and assessment procedures for improving the quality of student thinking. In addition to his work at the state level, Jay has experience at the district level in Prince George’s County, Maryland, as a classroom teacher, resource specialist, and program coordinator. He also directed a state residential enrichment program for gifted and talented students. Jay is an accomplished author, having co-authored 14 books, including the award-winning and best-selling Understanding by Design series with Grant Wiggins.
Understanding By Design

– Dr. Timothy Heaton

BREAKOUT SESSION ONE:
Understanding by Design Stage 1: Identify Desired Results
The first of 3 practical workshops on developing a unit of study through the “backward design” model. This workshop (Stage 1) will walk you through the steps of establishing curricular priorities of the enduring understandings of your unit. After the essential questions of your unit are crafted, then mature understanding may be determined through the six (6) facets to assess learning.

BREAKOUT SESSION TWO:
Understanding by Design Stage 2: Determine Acceptable Evidence
The second of 3 practical workshops on developing a unit of study through the “backwards design” model. This workshop (Stage 2) will walk you through the steps of thinking like an assessor to determine what the collection of acceptable evidence needs to be in order to determine if students are truly learning, instead of thinking how I am going to “cover” this unit (a.k.a. textbook).

BREAKOUT SESSION THREE:
Understanding by Design Stage 3: Plan Learning Experiences and Instruction
The third of 3 practical workshops on developing a unit of study through the “backwards design” model. This workshop (Stage 3) will finalize your unit plan by considering what needs to be “uncovered” in the unit in order to promote understanding, interest, and excellence. A well-planned unit will contain coherent lesson plans that are framed around enduring understandings and anchored in credible evidence of desired understandings.

Dr. Timothy Heaton is Professor of Education at Cedarville University. He has been in Cedarville teacher preparation since the fall of 1987 and has been teaching full time since 1973. Tim has been professionally involved in national and international teacher training programs. His most recent project was a role in the writing of “The Elephant Project.” This publication will be a template for training teachers in developing nations on how to biblically integrate their curriculum. Tim is noted in the community for his work with urban schools and diversity projects. He has been active in his local church in various roles from ministry teams to teaching classes at all levels. Tim received his B.A. in Geography Education, Wittenberg University; his M.S. in Christian School Administration, Grace Theological Seminary; and his Ph.D. in Educational Leadership/Curriculum/Communication, The University of Dayton.

Early Education

– Jeannie Forrest

BREAKOUT SESSION ONE (BIBLICAL PERMEATION):
Nurturing the Inquisitive Young Mind: An Early Educator’s Call to Serve
Teaching young children is a sacred calling and is a ministry that flows from a heart that is submitted to God. Spiritual growth and calling to the profession allows the gospel to permeate early educator’s spoken and unspoken words as they teach. As teachers examine and evaluate their spiritual growth and calling through discussion and reflection, they will be challenged to develop an on-going spiritual growth plan that will enhance their performance as a Christian early educator.

Justification – Christian teachers are to view teaching in an early education program as a calling from the Lord. Not only do they need to be professionally trained in early childhood they must prayerfully examine the degree of holiness in their own lives striving to be set apart and live counter to our culture so they can make efforts toward molding the character of the children they are teaching. This is a critical piece for all Christian teachers to grasp and live out daily in their lives.
Learning objectives – The student will:
1. Analyze their calling to teach in a Christian early education program and review their philosophy of Christian early education.
2. Determine their level of spiritual growth in the areas of faith, love, purity, speech and life based on scriptures from Matthew, Ephesians, Hebrews, 1 Peter and 1 John.
3. Explain the importance of living a set apart life and how their example can mold the spiritual character of their students.
4. Develop their personal spiritual growth plan to implement daily in their lives.

BREAKOUT SESSION TWO (21st CENTURY CLASSROOM):
Nurturing the Inquisitive Young Mind: Developing the Beginnings of a Strong Spiritual Foundation in Young Children

Teaching children from a biblical worldview allows the children to develop a strong spiritual foundation over time. Practicing intentional, biblical-integrated, classroom strategies will be discussed which helps set the stage for this transformational change. A variety of approaches will be described and a time for collaboration and sharing of ideas will be included in the workshop.

Justification – Christian early education programs must have a mission that incorporates the holistic approach to teaching and learning that is biblically sound embodying a worldview that engages transformational teaching which influences young children to love and follow Jesus Christ.

Learning objectives – The student will:
1. The student will identify biblical strategies that can be incorporated into the early education classroom for the purpose of setting the stage for building faith in young children.
2. Determine new strategies that could be implemented in their classroom to more effectively deepen the developing spiritual foundations of their students.
3. Select three new strategies to take back their classroom and implement during the next month.

BREAKOUT SESSION THREE (BEST PRACTICES):
Nurturing the Inquisitive Young Mind: Creating Strong Relationships with Children and Families

The spiritual and emotional health of a classroom influences the relationships that are created between educators and families. Applying the relationship building examples provided by Christ, educators can make a positive difference in the lives of the children and families served in early education. Educators will examine the atmosphere of their classrooms and work together to develop a plan to provide deeper relationships with children and their families.

Justification – Developing relationships is a biblical mandate and must be nurtured with children and their families from the first day a child enters an early education program. Linking a biblical worldview to the concepts provided by developmental theorists will help early educators understand the benefits of strong relationships to the learning environment.

Learning Objectives – The educators will:
1. Recognize their role as called by God in establishing relationships with children and their families and the value this provides children to feel safe and loved.
2. Determine their strengths and areas of opportunity for growth toward enhancing their relationships.
3. Design with colleagues a plan of action for areas of opportunity to invest into relationships that will model Christ to the children and their families.

Jeannie Forrest has been involved in Christian education for over twenty years as a classroom teacher, parent and volunteer. After serving in various leadership roles in early childhood education at an attached EE program Jeannie joined ACSI and serves as Assistant Director of Early Education Resources. She shares her passion as an advocate for young children and how they learn best while mentoring, supporting and equipping Christian early educators. Jeannie has a BA in Administration in Early Childhood Education. With excitement to continue as a lifelong learner, she is currently pursuing graduate studies in educational leadership. Jeannie is married to her best friend, Richard and they have four children.