

# MACSA Educators Conferences

## *“Instructing Our Students in Peace”*

*“All your children shall be taught by the Lord and great shall be their peace.”*

*Isaiah 54:13*

### Conference I

**Monday, October 17, 2022 • Lancaster Bible College**

#### **Presenters/Titles/Descriptions**

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**Opening: Mr. Bill Stevens – MACSA Executive Director**

#### **Track I: Teaching for Transformation**

**Darryl DeBoer – Senior Fellow at the Center for the Advancement of Christian Education (CACE)**

- ***Session #1: People of God’s Story: Story formed people***  
Teaching for Transformation is a journey deeper into God’s unfolding story: a story of intimacy and things good and beautiful; of rebellion and brokenness. This story also includes an invitation through the work of the cross to participate, in the making of all things new. This workshop is designed for educators who wish to explore THE STORY we are part of and to identify the many stories that exist within our schools that compete within THE STORY.
- ***Session #2: Designing learning for “real work that meets real needs for real people”***  
This session is designed for K-12 teachers to explore what it means to design deeper learning experiences that invite, nurture, and empower students to participate in real work that meets a real need for real people. Workshop participants will interact with each other and K-12 stories from the Teaching for Transformation framework that illustrate the design principles behind creating real learning experiences with your students.
- ***Session #3: Equipping teachers and inviting students to connect their learning to God’s Story***  
John Dewey has said, “We don’t learn from experiences, we learn from reflecting on experiences.” Despite the strong connection between reflection and learning, many of us having a limited toolbox to invite students into meaningful reflection connected to their learning. Using resources developed within Teaching for Transformation, this session is designed to resource and equip K-12 teachers to craft ‘continuous, complex, connected and contextualized’ reflection that both deepens a student’s understanding of the curriculum and connects the learning to God’s story.
- ***Session #4: Leading Change: Sustaining a school’s journey into Deeper Learning practices***  
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#### **Track II: Board and Administration**

**Dr. Alan Pue – President of the Barnabas Group (For board members and administrators)**

- ***Session #1: Guarding the Trust: An Overview of Governance***  
Without a clear understanding of the purpose and means of governance there will likely be a lot of frustration for those engaged in Christian school leadership. It will be the goal in this workshop to explore, outline and discuss key principles and practices that should shape governance efforts in a Christian school.
- ***Session #2: Creating Clarity, Ensuring Alignment: The Foundation of a Healthy School***  
The greatest advantage any organization has is organizational health. To achieve that health, however, you must first create clarity around what is most important at your school and ensure ongoing alignment between your identified purpose and everyday practice. This workshop is designed to help you understand the pathway toward achieving those objectives.
- ***Session #3: Partners in Pursuit of Excellence: The Head of School and Board as a Team***  
Teams work best when everyone is focused on a common purpose, understand their complementary roles and responsibilities, and are fully committed to one another and to the success of the organization they lead. In this

workshop we will look at practices that make for a strong and healthy partnership between a Head of School and a Board and how to avoid practices that can “muck” up that partnership.

- ***Session #4: The Noblest of Professions: The Purpose and Power of Christian Schooling***

I am convinced that there is nothing more important than our calling to “make disciples.” I am also convinced that there is nothing more misunderstood in both the Academy and the Church than what it means to “make disciples.” This workshop will take a look at the true biblical purpose of disciple making and how that purpose should shape what we do every day in our schools.

### **Track III: Social & Emotional Learning**

**Kelly Raudenbush, MA** – *Executive Director, Child & Family Therapist, The Sparrow Fund*

- ***Session #1: Trauma Matters***

By the time the students in your class reach 18, between one half to two-thirds of them will have experienced trauma, altering their brains and significantly impacting the way they see themselves and how the world works. In this session, we will consider what trauma is and how it may be expressed so that you can be more trauma informed in the varied roles in which you serve.

- ***Session #2: Foundations of Healing Relationships***

Hurts experienced in the context of relationships are healed in the context of relationships. In this session, we will explore the power of human relationships for learning, growing, and healing and how we can better become instruments of healing for the children God places around us.

- ***Session #3: The Practice of Healing Relationships***

While we are created for relationship, our experience of broken people in a broken world creates ruptures that often are expressed through behaviors that can confuse and challenge us in all sorts of ways. In this session, you will learn practical ways we can manage challenging behavior inside and outside the classroom and best support families as we learn and grow ourselves.

- ***Session #4: Application of Healing Relationships***

This is designed to be a true workshop. Come ready to collaborate as a community of practice to explore how to practice healing relationships in real-life scenarios MACSA educators have faced inside and outside the classroom.

### **Track IV: The Culture of Self**

**Dr. Marti MacCullough** – *Professor Emeritus, Cairn University*

- ***Sessions #1 & #2: Handling the Current Stream of Cultural Ideas Using a Biblical Worldview Approach***

This seminar is designed to help equip educators to use a biblical worldview approach to address non-biblical cultural issues found in curricular materials, or in challenges from parents or students. It is for all levels. The challenges today begin in Pre-K and extend through high school. Delegates may expect multiple examples of key issues from curricular resource material. One example in Part 2, Critical Race Theory and biblical Christianity, are a potential issue for parents and teachers today and will be addressed.

- ***Sessions #3 & #4: Student's View of “Self” in the 21<sup>st</sup> Century: Human Identity in the “Selfie Age”***

In our current culture, the importance of a biblical view of human identity and issues surrounding it, cannot be overstated! This seminar will focus on a broad-based approach to human identity issues that can be addressed through a biblical worldview approach to life and learning. Examples, using the regular curriculum will be provided. The issue is pertinent to all-levels of teaching today and in families, schools, and the church. Attention-seeking, bullying, and addictive behaviors are often the result of a non-biblical view of self. Session #4 will be a follow through of Session #3, including group participation and experiences in real time classroom teaching.

### **Track V: Relationships and their Impact on Student Success**

**Dr. Tracey Pritchard** – *Head of School, The Christian Academy*

- ***Session #1: Strategies for Strengthening Teacher-Parent Relationships***

An ongoing challenge for teachers that has become increasingly difficult in recent years is maintaining productive and edifying relationships with parents. Do you find yourself tired and worn down by difficult parents? Are you frustrated by how parent perceptions impact their student in the classroom? Be encourage! Join this workshop to discover practical ways to manage the positive and negative teacher-parent relationships you encounter with the ultimate goal of impacting student achievement.

- ***Session #2: Differentiation Starts with Teacher-Student Relationships***

Instructional diversity in the classroom begins with knowing your students. Attend this practical and collaborative workshop focused on effective ways to better know your students and how this knowledge translates into the best practice of differentiation in the classroom setting.

**Ms. Esther Swartzentruber** – *Instructional Coordinator, Faith Mennonite High School*

- **Session #3: Discipline through Discipleship: A Case Study**

Faith Mennonite High School adopted a new discipline program in fall 2021. Esther will share how and why the new plan was formulated, how the new program was implemented (including rolling it out to staff and students), and what the school learned in its first year of implementation.

**Track VI: Biblical Assessment**

**Jonathan Nazigian** – *President, All Things Integrated*

- **Session #1: Invigorating Your Bible Instruction**

Great Christian schools seamlessly integrate a Biblical Worldview into every subject. But Bible class itself presents several unique challenges. In this seminar, we will present at least 10 ideas for overcoming these challenges and invigorating our Bible instruction. Come with your school's best ideas as well to share with the group!

- **Session #2: Questioning Teaching: Strategies for Real-World, Student Engagement.**

We want our students to ask good questions. But are we ready for ALL of their questions? Even the really difficult ones? And what if they ask something we don't know? This seminar explores very practical strategies for creating a culture of learning and inquiry as we prepare our students to be critical thinkers and lifelong searchers for God's Truth.

- **Session #3: Measuring Spiritual Outcomes Part 1**

We measure math and reading scores, we measure athletic outcomes, we test for mastery in most subjects, but can we really measure the spiritual condition of our school and, more importantly, that of our students? Or does this lead to legalism and a judgmental spirit? In Part 1 we will discuss practical, spiritual assessments of ourselves and of our students. In Part 2, we will examine effective strategies for measuring overall school climate and even ways to assess parental, spiritual engagement.

- **Session #4: Measuring Spiritual Outcomes Part 2**

This session will be a continuation of the spiritual life assessment process. In Part 2, we will examine effective strategies for measuring overall school climate and even ways to assess parental, spiritual engagement.

**Track VII: Early Childhood Education**

**Dr. Stacey Martin** – *Chair, Education Department., Lancaster Bible College*

**Dr. Robin Bronkema** - *Assistant Professor and Director of Graduate Programs*

- **Session #1: Planning Thematic Units for the Early Childhood Classroom: Choosing a Theme and Planning the Foundation of a Unit**

- **Session #2: Planning Thematic Units: Incorporating Early Literacy Activities**

- **Session #3: Planning Thematic Units: Incorporating Early Math Activities**

- **Session #4: Planning Thematic Units: Incorporating Science and Social Studies Activities**

**Track VIII (Potpourri):**

**Dr. Penny Clawson** – *Professor Emeritus, Lancaster Bible College*

- **Session #1: The CARING Model for Christian Educators (Part 1)**

HeeKap Lee has developed a model for Christian teachers to help them in these days when students and teachers are struggling and in need of resilience. His rationale and design will be explored in this initial session.

- **Session #2: The CARING Model for Christian Educators (Part 2)**

The second session will consider the needs of traumatized students and how this CARING model will enable teachers to enrich the students' education and their souls. The traumatized students of 2022 can be seen in each of the individuals Christ described in the Beatitudes.

- **Session #3: The CARING Model for Christian Educators (Part 3)**

The final session will review the dispositions of a resilience informed teacher, enabling the CARING model to be enacted fully. The combination of compassion and pedagogy is necessary for these traumatized students.

**Dr. Robin Bronkema/Heather Felter/Becca Wonders**

- **Session #5: Action Research: A Tool for Solving Problems of Practice (a panel discussion)**

Dr. Bronkema will lead a panel discussion, where Heather and Becca, two Master's degree students at LBC, will share their action research projects in a teacher-friendly way as examples of how teachers can use action research in their classroom.

**Ty Williams** – *Crisis Community Liaison and Trainer for Access Services*

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- **Session #6: What Teachers Should Know About Mental Health**

This workshop will equip educators to have a better understanding of mental health issues affecting teachers, students, and the educational process. Practices and resources will be explored for fostering mental wellness in the school and classroom.

- **Session #7: Supporting Students in Crisis: Creating an Internal System of Care**

This workshop will equip educators in developing an internal process for supporting students impacted by abuse, mental/emotional struggles, self-harm, or thoughts of suicide. Attention will be given to both crisis prevention and response within a school context.

**Paul Neal** – *Senior Fellow and Director of Operations (CACE)*

- **Session #8: Measure What Matters: Assessing Spiritual Formation**

What matters most to parents at Christian schools includes discipleship whether they realize it or not. Assessment can show how well we are doing at delivering on that promise as well as demonstrate that we take it seriously. Research can show us and our constituents how well we are doing, how it is inseparable from the rest of what we do and give us resources to help our students grow in their faith.



## Conference II

**Tuesday, October 18, 2022 • Cairn University**  
**Presenters/Titles/Descriptions**

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### **Track IV: Themes in Special Education**

**Barbara Cooper** - *Chair of Special Education, Cairn University*

- **Sessions #1 & #2: *Executive Functioning in the Classroom***  
Executive Functioning is considered the “management system of the brain”. Without realizing it, we daily draw on this system to help us regulate working memory, self-control, setting goals, and our ability to attend. Those who struggle with executive functioning skills will struggle in the classroom. In Sessions #1 & #2, we will explore how executive functioning works, how it impacts our classrooms, and how we can best support our students.
- **Sessions #3 & #4: *Building Supportive Classrooms for Mental Disorders***  
From various mental disorders to complex trauma our students bring a lot with them when they enter our classrooms. In this two-part workshop, we will examine various strategies and teacher tips that will create an emotionally supportive classroom where everyone can thrive.

### **Track V: Early Childhood Education**

**Dr. Stacey Bose** – *Dean of the School of Education, Cairn University*

- **Session #1: *What does Science have to do with Reading?***  
This workshop will provide an overview of The Science of Reading (SOR), one of the latest buzzwords in literacy. As reading is not a natural process, students need explicit instruction in the foundational components.

What does research say those components of reading are? In addition to defining the Science of Reading, this workshop will highlight how SOR is being implemented in teacher education programs and schools across the state.

- **Session #2: *The Attack on Children's Literature: SOGI Messages in Picture Books***

This workshop examines how children's literature is being infiltrated with SOGI messages. Over the past few decades, there has been a concentrated effort to diversify children's literature so that it provides windows and mirrors for children to see themselves and beyond. The most recent push for diversity in children's literature has been to integrate LGBTQ themes. This workshop will explore what Christian teachers and parents can do to protect children from potentially harmful ideology.

**Dr. Dianne Alexander** – *Professor of Early Childhood Education, Cairn University*

- **Session #1: *Integrating Social-emotional Development within the PK-5<sup>th</sup> Academic Curriculum***

Integration of the problem-solving steps within children's literature to encourage children's socio-emotional development while building higher level thinking in subject area curriculum.

- **Session #2: *Classroom Environment: Creating an Interactive Classroom Community***

Using shared decision making, role play, and community service to foster the development of socially respectful, responsible classroom members with joined minds, hearts, and hands.

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