

# 2017 PRTI Teacher's Convention

*October 19-20, 2017*

**Adams Christian School**  
5539 Byron Center Avenue SW  
Wyoming, MI 49519

Registration and voting for the 2017 Teacher's Convention will take place online.

To access the online registration form, go to [www.prti.org/register](http://www.prti.org/register) or scan the QR code on the right using your mobile phone.

If you are a PRTI member but are not attending this year's convention, please fill out the form to cast your ballot and pay your dues.

After you complete the registration form, you will receive a confirmation email and information regarding payment.

If you need travel subsidy, please contact your principal for the online subsidy form.



## Convention Itinerary

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### Thursday Morning

8:15 – 8:45 Registration and Coffee  
8:45 – 9:00 Opening Remarks and Singing  
9:00 – 10:00 Keynote Speech by Prof. Barry Gritters  
10:00 – 10:30 Coffee Break and Fellowship  
10:30 – 11:30 Block One Sectionals  
11:30 – 12:30 Devotions and Singing/Lunch

### Thursday Afternoon

12:30 – 1:30 Block Two Sectionals  
1:30 – 1:45 Coffee Break and Fellowship  
1:45 – 2:45 Block Three Sectionals  
2:45 – 3:00 Closing Remarks/Singing

### Friday Morning

7:30 – 8:30 Breakfast  
8:30 – 9:00 Devotions and PRTI Business Meeting  
9:00 – 10:00 Block Four Sectionals  
10:00 – 10:15 Coffee Break and Fellowship  
10:15 – 11:15 Block Five Sectionals  
11:15 – 11:30 Wrap-up and Farewell

**Block 1: Thursday, 10:30 AM****Block 2: Thursday, 12:30 PM****Block 3: Thursday, 1:45 PM****Block 4: Friday, 9:00 AM****Block 5: Friday, 10:15 AM**

<p><b>Digital Technology's Effect on the Brain: Social, Spiritual, and Educational Impacts of Its Use</b></p> <p>Joel Minderhoud, Jon VanOverloop (All)</p>	<p><b>"Being Inconsiderate With Our Assumptions About Others"</b></p> <p>Tom Bergman (All)</p>	<p><b>Career Guidance Program at Covenant Christian</b></p> <p>James Haveman (9-12)</p>	<p><b>The Academic Support Classroom — What Goes On in There?</b></p> <p>Sarah Decker (4-12)</p>	<p><b>The Cell Game</b></p> <p>Nathan DeVries, Doug Dykstra, Matt Elzinga (6-12)</p>
<p><b>Distance Learning</b></p> <p>Kristin Crossett (All)</p>	<p><b>Differentiated Instruction (DI) "How-To"</b></p> <p>Stacy Bruinsma, Alisha Bruinsma, Linda Verburg (All)</p>	<p><b>Fostering Readers by Way of the 40 Book Challenge</b></p> <p>Bethany TeSlaa (3-12)</p>	<p><b>Computer Programming for Kids</b></p> <p>Rachel Mooy (K-4/All)</p>	<p><b>Helping Children From Homes in Distress (Repeat)</b></p> <p>Sue Looyenga, Meghan Van Overloop (All)</p>
<p><b>Groups Are Great!!</b></p> <p>Jason Holstege (4-9)</p>	<p><b>The European Union and Its Place in History</b></p> <p>Ron Koole (6-12)</p>	<p><b>How Has the Application of Common Grace Theory Taken Its Toll on Parental Christian Schools</b></p> <p>John Huizenga (All)</p>	<p><b>Digital Technology's Effect on the Brain: Social, Spiritual, and Educational Impacts of Its Use (Repeat)</b></p> <p>Joel Minderhoud, Jon VanOverloop (All)</p>	<p><b>Orton-Gillingham Multi-Sensory Method for Teaching Sight Words and Phonic Skills</b></p> <p>Karen Terpstra (K-1)</p>
<p><b>Inclusion? Differentiation? Accommodation? Modification?</b></p> <p>Erika Aalsma (K-6)</p>	<p><b>Games in the Classroom</b></p> <p>Kristin Crossett (All)</p>	<p><b>Jesus Christ: One Head, One Heart, One Hope</b></p> <p>Gary VanderSchaaf (All)</p>	<p><b>Make It Stick (Repeat)</b></p> <p>Rick Gritters (All)</p>	<p><b>Special Education Follow-up Discussion</b></p> <p>Sarah Decker (Special Education)</p>
<p><b>The NEW Non-Fiction</b></p> <p>Stacy Bruinsma, Alisha Bruinsma, Linda Verburg (All)</p>	<p><b>Helping Children From Homes in Distress</b></p> <p>Sue Looyenga, Meghan Van Overloop (All)</p>	<p><b>Make It Stick</b></p> <p>Rick Gritters (All)</p>	<p><b>Soli Deo Gloria</b></p> <p>Scott VanUffelen (All)</p>	<p><b>The Teacher as Counselor — Helping Hurting Kids</b></p> <p>Rick Noorman (All)</p>
<p><b>The Three Levels of Authority of the Christian School Teacher</b></p> <p>Rick DeVries (All)</p>	<p><b>A Simple Solution With a Systematic Syllabus</b></p> <p>Renae Baas, Kristin Dykstra, Rick Mingerink (All)</p>	<p><b>Music in the Elementary Classroom</b></p> <p>Deb Kuiper, Jan Lubbers, Melinda Bleyenbergh (K-4)</p>	<p><b>Watercolors</b></p> <p>Erik Lubbers (5-12)</p>	<p><b>What I Learned in India: A Look Into the Life of Students and Christians in India</b></p> <p>Liz VanDrunen (All)</p>
<p><b>Tour of Scotland</b></p> <p>Ed Bos (All)</p>	<p><b>UNDER CONSTRUCTION (Art)</b></p> <p>Kim Kuiper (1-6)</p>	<p><b>Teaching With Technology</b></p> <p>Deb Hoeksema (K-3)</p>	<p><b>When ED Comes to School</b></p> <p>Katie Baatenburg (5-12)</p>	<p><b>Whole School Activities</b></p> <p>Mike VanderVeen (All)</p>

## Block 1: Thursday, 10:30 – 11:30 AM

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### Digital Technology's Effect on the Brain: Social, Spiritual, and Educational Impacts of Its Use

*Joel Minderhoud, Jon VanOverloop (All)*

The internet is great! We use it for banking, research, and as a way to stay connected with friends and family. But every choice has an opportunity cost. Have you considered the cost of the life choice to use/immerse yourself in the internet and modern technology? In this sectional we will demonstrate what brain research and anecdotal evidence indicates about modern technology's effect on the brain. Then we will examine the social, spiritual, and educational implications of being immersed in modern technology. Finally we offer some suggestions to address these concerns. Cell phones are not needed to attend this sectional – just an open mind.

### Distance Learning

*Kristin Crossett (All)*

CCHS has implemented a successful distance learning program for their Spanish department for the past 3 years. In that time we have learned a lot and continue to develop the implementation of the program. This sectional will discuss what is needed for a successful distance learning program, pros and cons to this method of education, and also helpful tips for integrating the needed structure and technology into your classroom. While obviously not everyone might be interested in starting a distance learning program of their own, there are applications for a teacher in a regular classroom such as ways to use technology in the classroom, how you could use a similar set-up to bring in guest speakers over the internet, and ideas for classroom management and organization.

### Groups Are Great!!

*Jason Holstege (4-9)*

We will explore 1) the reason for conducting group activities in our middle school grades, 2) how to manage those activities with this energetic crowd, and 3) how to put into practice some examples of a variety of activities from a few different subject areas. Be prepared to participate!

### Inclusion? Differentiation? Accommodation? Modification?

*Stacy Bruinsma, Alisha Bruinsma, Linda Verburg (All)*

If you're feeling "old school" with this list of "best practice" teaching vocabulary join us for an explanation and activity that we hope will help!

### The NEW Non-Fiction

*Erika Aalsma (K-6)*

Non-fiction is changing! New and fresh non-fiction titles will be presented. These type of texts provide a accompaniment to many of the strategies that you are teaching in your ELA classroom. Strategies and ideas for incorporating these fantastic books into your classroom will be presented.

### The Three Levels of Authority of the Christian School Teacher

*Rick DeVries (All)*

Explanation and discussion on the three levels of authority that the Christian school teacher has, which can be utilized to not just demand respect for their authority, but inspire it!

### Tour of Scotland

*Ed Bos (All)*

A tour of the Scottish Highlands, along the Caledonian Canal, through Inverness, Cairngorms National Park, and along the eastern coast. Included is Edinburgh and St. Andrews in which some the Scottish Reformers worked and suffered.

## Block 2: Thursday, 12:30 – 1:30 PM

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### "Being Inconsiderate With Our Assumptions About Others"

*Tom Bergman (All)*

Questions to be addressed: "Do I make assumptions about students or about other teachers? Are my witty remarks considerate and timed appropriately? Is my filter working? Am I loving my neighbor? What is 26 + 1?"

### Differentiated Instruction (DI) "How-To"

*Stacy Bruinsma, Alisha Bruinsma, Linda Verburg (All)*

This will be a "hands-on" sectional that will help you create a learning environment where DI is pre-planned based on learning targets. It anticipates that some students will struggle while others will exceed expectations and that before instruction a plan should be in place to provide appropriate support for ALL students. Bring a unit you'd like to differentiate!

### The European Union and Its Place in History

*Ronald Koole (6-12)*

First a brief look at the teaching of history in general. Then a few things about the history, structure and strategies of the EU. Finally, an attempt to analyze things in the light of Scripture.

### Games in the Classroom

*Kristin Crossett (All)*

Learning a language requires a great deal of practice, memorization, and review. Doing this in the classroom and at home can easily get boring and too repetitive. A good way to help facilitate this practice, memorization, and review is to integrate game-based review to help get things stuck in the students' memory. Inspiration for these games can come from adapting ideas other teachers have used, tweaking games I've played with friends, and many other sources. In this sectional I'll be sharing many of the games I've used in my Spanish classroom along with templates so you can adapt these to your own classroom. While I've been using these at the high school level in a language class, the majority of the games could easily be adapted and used in a variety of settings at many grade levels. I will share some of my ideas for adaptations as well as allow time for teachers to brainstorm how they could implement specific games and activities in their own classroom no matter the grade level.

### Helping Children From Homes in Distress

*Sue Looyenga, Meghan Van Overloop (All)*

In the classrooms of Christian Schools there is growing evidences of the influence of a decadent culture upon those who outwardly confess the name of Jesus Christ, but in daily life are immersed in sins such as uncontrolled anger and rebellion; sexual promiscuity and infidelity; sexual, physical, psychological, and spiritual abuse; and addictions to alcohol, drugs, and pornography, among other grievous transgressions from the law of God. Sadly these family sins- whether by fathers, mothers, siblings, or close relatives- often entangle their children in situations and crises that are almost unimaginable, did we not know the power of sin and the devil and our own sinful flesh to wreak havoc in our own lives, but for the grace of God. It is hard for a classroom not to be affected by the anguish, the acting-out, the detachment, the disinterest, the anger of a child who is undergoing tremendous stress because of ongoing issues in his/her home. This sectional will focus on what can help, hurt, or hinder the child who is undergoing the pain of a home in distress and carries that affliction into the school setting from the point-of-view of a mother and a child who lived in this situation and feel compelled now as teachers, to share God's Word of wisdom, comfort, and hope to those who want to understand, and to praise God for the community of those who reached out to our own hurting family.

## A Simple Solution With a Systematic Syllabus

*Renae Baas, Kristin Dykstra, Rick Mingerink (All)*

As our Christian schools investigate improvements in their Writing Curriculums, we are eager to present an overview of the IEW (Institute for Excellence in Writing) program which Adams has recently adopted as their Writing program. We believe this program fulfills most of the criteria outlined in the Writing Standards and Expectations for a Protestant Reformed School. Using this program for one full year, we have seen exceptional growth in all of our students. The program pragmatically guides students in writing, with expression and creativity, both fiction and non-fiction pieces. For the teacher, the curriculum is systematic and simple to follow with favorable results. Have you watched your students painstakingly labor over their writing only to come up with less than favorable results? Are you struggling to construct lesson plans that coincide with the Common Core Standards of Writing? Need a resolution to this problem? Consider IEW. It's organized and complete. Is the simple solution right before our eyes?

## UNDER CONSTRUCTION (Art)

*Kim Kuiper (1-6)*

Taking a look at some unconventional art projects. Talking about how the end result does not always have to be "hallway" worthy. And how the whole art process is a picture of our Christian living ... blue-print, foundation, framework, details and lights on! \*Art is hands-on-learning ... could tie in with science, math and language arts too!

## Block 3: Thursday, 1:45 – 2:45 PM

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### Career Guidance Program at Covenant Christian

*James Haveman (9-12)*

We will work through in intricate detail the Career Guidance Program at Covenant Christian High School. This sectional could contain information that other high schools might find helpful for their Guidance programs. There will be many handouts and other information for those people who are interested in this.

### Fostering Readers by Way of the 40 Book Challenge

*Bethany TeSlaa (3-12)*

Outside of school, children and young people are occupied and entertained by a wide variety of activities which too often do not include sustained reading. I want my students to be recreational, lifelong readers. My presentation will address the urgency for turning students into eager and capable readers. I will introduce the 40 Book Challenge and its essential components, which I have used in my classroom to foster avid readers and to promote recreational reading. I have used the Book Challenge successfully in a multi-grade setting from grades 5 to 8, but I have ideas about how it could be implemented in junior high and high school settings.

### How Has the Application of Common Grace Theory Taken Its Toll on Parental Christian Schools

*John Huizenga (All)*

I plan to summarize the findings of my Dordt College master's research into "Dr. Abraham Kuyper's Common Grace and Parental Motivation for Christian Schools: Investigating the Role of Kuyper's Common Grace Theology on the Decline in Christian School Enrollment of their Children by CRC Parents." We've had discussions on such topics at past teachers' conventions with Mike Feenstra's last year, Rick Mingerink the year before, and others. I have been encouraged by these and have grown in my appreciation of our educational heritage. I believe it is important that we continue this discussion as our schools continue amid dramatic social change. How are Christian schools faring these days? Are we prepared to stand fast? Is our foundation sound? How do you know? Do our parents, teachers, and schoolboards know where and how we stand? How do we reinforce and build upon God's word and our Creeds? I plan to give time for discussion. Dordt has been dragging its feet in publishing the thesis at [http://digitalcollections.dordt.edu/med\\_theses/](http://digitalcollections.dordt.edu/med_theses/) but I will continue my pestering in an effort to get it up soon. Email me for a link to the unofficial version if you are interested in reading my thesis prior to convention and it does not show up on the Dordt website.

## Jesus Christ: One Head, One Heart, One Hope

Gary VanderSchaaf (All)

What do “when two vowels go walking, the first one does the talking,” and  $A=\pi r^2$  have in common? The answer lies in God’s election of his son Jesus Christ as head of the covenant of grace. David Engelsma has written that “the election of Christ as head controls the covenant of grace in all its administrations” and “by the covenant with Noah, God assured the creation of its participation in the salvation of Jesus Christ.” Paying particular attention to the covenant administrations with Adam and with Noah, we will examine how our confession of Jesus Christ as eternal head defines and shapes Protestant Reformed education at the principle, curricular, and classroom-practice levels. At the same time, we will see how this confession distinguishes Protestant Reformed education from all other educational systems within the Dutch Reformed tradition. Attendees will benefit by pre-reading chapter 13, “The Covenant and Christ: Adam and Noah,” in David Engelsma’s *Covenant and Election in the Reformed Tradition*, as well as the chapters entitled, in the original one volume edition of Herman Hoeksema’s *Reformed Dogmatics*, “God Creates,” “The Covenant with Adam,” and “The Providence of God.”

## Make It Stick

Rick Gritters (All)

Do you agree with the following statement? 1. Good teaching happens when lessons are tailored to the different learning styles of the students. 2. Good teaching strategies are ones that make learning easier and faster for students. 3. Rereading text and massed or repeated practice of a skill are among the most productive study strategies for a student.

Cognitive psychology is the basic science of understanding how the mind works, conducting empirical research into how people perceive, remember, and think. The recent book, *Make It Stick, The Science of Successful Learning* draws on recent discoveries in cognitive psychology as well as developmental psychology and neuroscience and shows how the above statements are not as true as you may think. We will discuss concrete techniques for learning, studying and memory offered by the authors of the book and how they apply for teachers, students, coaches and parents.

## Music in the Elementary Classroom

Deb Kuiper, Jan Lubbers, Melinda Bleyenbergh (K-4)

Could your elementary students’ singing use some improvement? Do they have a hard time singing on pitch? Do they want to sing with a low voice when they should be singing on a higher pitch? Do your students understand basic rhythm? Are they able to clap a steady beat? Are they able to identify different values of notes and use this knowledge to count? Would you like to get an elementary music program started at your school or just get some ideas to improve music instruction in your classroom? Join us as Mindy and Deb share the basic concepts of Hope’s elementary music program and Jan tells how she recently started this program at Heritage.

## Teaching With Technology

Deb Hoeksema (K-3)

We will take a closer look at the different websites and apps that are currently being used in our schools to help our students be more successful in their educational journey. Please come prepared with ideas to share.

## Block 4: Friday, 9:00 – 10:00 AM

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### The Academic Support Classroom — What Goes On in There?

Sarah Decker (4-12)

This sectional will be a presentation of the strategies developed over the past 13 years that form the backbone of my academic support classroom. These instructional methods target the student who is in the general education classroom but (because of learning difficulties or disabilities) needs assistance to generally succeed in school. Direct explicit teaching of study skills is often very effective!

## Computer Programming for Kids

*Rachel Mooy (K-4; applicable to all)*

Have you run out of ideas for computer class? Are you looking for a way to teach critical thinking? I found a way to accomplish these two things at once. I would like to share what I have learned about Code.org. It is a computer programming curriculum for kids. It is an excellent way to teach those critical thinking skills that are so important. I use it with my kindergartners but it is designed for all grade levels.

## Digital Technology's Effect on the Brain: Social, Spiritual, and Educational Impacts of Its Use

*Joel Minderhoud, Jon VanOverloop (All)*

The internet is great! We use it for banking, research, and as a way to stay connected with friends and family. But every choice has an opportunity cost. Have you considered the cost of the life choice to use/immerse yourself in the internet and modern technology? In this sectional we will demonstrate what brain research and anecdotal evidence indicates about modern technology's effect on the brain. Then we will examine the social, spiritual, and educational implications of being immersed in modern technology. Finally we offer some suggestions to address these concerns. Cell phones are not needed to attend this sectional – just an open mind.

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## Soli Deo Gloria

*Scott VanUffelen (All)*

The Glory of God is under attack like never before. Come to this sectional to be reminded of the foundational importance of this reformed truth, to identify how Satan, the world, and our own sinful nature is denying God of His glory today, and discuss how we can properly respond in our classes and schools.

“Praise to the Lord, the Almighty, the King of creation! O my soul, praise him, for he is thy health and salvation! All ye who hear, now to his temple draw near; join me in glad adoration.”

## Watercolors

*Erik Lubbers (5-12)*

The trials, tribulations, and triumphs of working with middle grade students using watercolors. What I share is contingent on what occurs over the next month.

## When ED Comes to School

*Katie Baatenburg (5-12)*

What can a teacher do when an unwelcome student named ED visits their classroom? This sectional will not only give practical advice as to how teachers can help students who struggle with an eating disorder but also how to help their peers and friends. Insight will be given into what it is like to have an eating disorder, and the common myth that eating disorders are about food will be debunked.

## Block 5: Friday, 10:15 – 11:15 AM

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### **The Cell Game**

*Nathan DeVries, Doug Dykstra, Matt Elzinga (6-12)*

Do you know what an endoplasmic reticulum does? What about a Golgi apparatus? Your students will never forget these important cell components or their functions if you teach them using the Cell Game. Developed and refined at Hope School over the past 18 years, the Cell Game is a cross-curricular life science/physical education activity in which students play the roles of the various organelles inside a living cell. They must race against the clock to prevent viruses from infecting and killing the cell! This game was developed for grade 7 life science, but could be used in any junior high or high school science classroom. A live demonstration by current and former Hope students will be included.

### **Helping Children From Homes in Distress**

*Sue Looyenga, Meghan Van Overloop (All)*

In the classrooms of Christian Schools there is growing evidences of the influence of a decadent culture upon those who outwardly confess the name of Jesus Christ, but in daily life are immersed in sins such as uncontrolled anger and rebellion; sexual promiscuity and infidelity; sexual, physical, psychological, and spiritual abuse; and addictions to alcohol, drugs, and pornography, among other grievous transgressions from the law of God. Sadly these family sins- whether by fathers, mothers, siblings, or close relatives- often entangle their children in situations and crises that are almost unimaginable, did we not know the power of sin and the devil and our own sinful flesh to wreak havoc in our own lives, but for the grace of God. It is hard for a classroom not to be affected by the anguish, the acting-out, the detachment, the disinterest, the anger of a child who is undergoing tremendous stress because of ongoing issues in his/her home. This sectional will focus on what can help, hurt, or hinder the child who is undergoing the pain of a home in distress and carries that affliction into the school setting from the point-of-view of a mother and a child who lived in this situation and feel compelled now as teachers, to share God's Word of wisdom, comfort, and hope to those who want to understand, and to praise God for the community of those who reached out to our own hurting family.

### **Orton-Gillingham Multi-Sensory Method for Teaching Sight Words and Phonic Skills**

*Karen Terpstra (K-1)*

Do you have students, who in varying degrees, struggle in phonics and reading? Come learn the multi-sensory techniques of Dr. Samuel Orton and Dr. Anna Gillingham. Their remedial method has been used for small group or one-on-one instruction since the 1930's. Now, the Institute for Multi-Sensory Education has provided a way that this method can be used with any curriculum in a whole group setting for general education classrooms. Get ready to see, hear, touch, and feel!

### **Special Education Follow-up Discussion**

*Sarah Decker (Special Education)*

A roundtable for anyone who is involved in special education.

### **The Teacher as Counselor — Helping Hurting Kids**

*Rick Noorman (All)*

The focus of the Christian school is on the education of the covenant children through the growth of their knowledge and understanding and the development of their gifts and talents for the service of God and His kingdom. While this is the main task of the school it is necessary to be mindful and concerned about the spiritual and emotional development of our students. Being able to listen to the concerns of the student and give advice on dealing with problems that they are facing is an acceptable and even necessary work of a teacher in a covenant school setting. This sectional will consider some essential ideas dealing with this topic with the hope of encouraging teachers to be active in this role. This sectional flows from the development of counseling guidelines developed for Covenant Christian High School. This is a repeat of the sectional given in 2016 with some additional thoughts and ideas.

## What I Learned in India: A Look Into the Life of Students and Christians in India

*Liz VanDrunen (All)*

Last year I was able to spend some time at the Grace Foster Home in Vellore, India. I lived with Pastor Paulraj, Kasthuri, their children Jason and Joan, and their foster children. Through living life with them, teaching English, helping with daily chores, attending church services, visiting schools and stepping into villages, I learned a lot. This sectional will be filled with pictures and stories to help you get a little better understanding of what daily life, school, and church is like for our brothers and sisters across the world.

## Whole School Activities

*Mike VanderVeen (All)*

A large portion of this sectional will be dedicated to how at Faith Christian School we use whole school Bible studies. Throughout the school year, we follow a single theme (Beatitudes, Armor of God, Fruit of the Spirit, Proverbs, etc) that students study. Once a month we gather the entire student body together and mix students of different ages. Typically the older students lead the discussions and we follow this up with activities and singing. Other whole school activities that we have done will also be reviewed. The set-up I present may be a better fit for smaller schools but larger schools could try to adjust the blueprint to fit them as well. If time permits, I'll also share a smorgasbord of my new favorite things.