

TfT Conference: Celebrating in God's Story

Harding Academy, Memphis, Tennessee

March 4th & 5th, 2027

Proposal for Strands and Workshops

Deadline for submission: June 15th, 2026

Strands and workshops provide complementary learning experiences—extended and single-session—designed to deepen TfT practice by engaging participants in meaningful application, reflection, and the celebration of their work in TfT.

Strands:

Strands are extended learning experiences spread across **two** 75-minute sessions. Participants choose one strand to attend on Thursday of the conference.

Workshops:

Workshops are **single** 75-minute sessions. Participants will select two different workshops to attend on Friday of the conference.

Proposal submission:

- Email completed proposals to **Amanda Scott** (amanda.scott@cace.org) by **June 15th**.
- Applicants will receive a confirmation email within a week of submission. Accepted strands and workshops will be finalized by Aug 1st.
- Presenters will participate in feedback and coaching to strengthen learning design.

Compensation:

- Honorarium will be awarded as follows:
 - \$500 for a strand
 - \$300 for a workshop
- Workshop presenters may be asked to present more than once

Logistics:

- Strands/workshops will be held in a variety of spaces: classrooms, library, auditoriums, etc.
- Presentation spaces are equipped with:
 - HDMI connection to projection
 - WiFi
 - Chart paper, markers, sticky notes
- It is the responsibility of the presenter to provide materials and resources for all participants.

Presenter 1

Name:

School/organization:

Email:

Title/Role:

Presenter 2 (if applicable)

Name:

School/organization:

Email:

Title/Role:

Title:
**Formative Assessment in God's Story:
Creative Protocols for Deeper Learning**

Select one:

- Strand (two 75 min sessions)
 Workshop (one 75 min session)

TfT Core and Essential Practices

Name the core and essential practice(s) that will be the focus:

This teacher workshop will focus on creating formative assessment protocols that connect learning targets to God's Story through Deep Hope, Storyline, and Throughlines.

Overview

In 100 words or less, give an overview of the strand/workshop, describing the learning and topics participants will explore. This description will be used in conference materials for attendees selecting strands/workshops to attend.

As TfT teachers, we live in constant paradox. We see immense diversity and limitless potential in our students, and we long to spark their imaginations to live fully into God's Story. Yet we work within a system of persistent constraints—schedules, standards, testing, etc. Though these structures aim to support academic success, they often create a false choice: form the heart or train the mind; pursue divine calling or achieve academic excellence.

This workshop uses formative assessment design to engage creativity for integrating both aims. Participants will generate ideas for inviting students into God's Story while also engaging them in deep, applied academic work.

Intended Audience

- Teachers
 Instructional Coaches
 Instructional Leaders
 School Leadership
 Other:

- Early Childhood and Elementary
 Middle School
 High School
 All grade levels

Learning Target(s)

I can explore formative assessment protocols that simultaneously:

- Invite student voice
- Nurture students' progress toward learning targets
- Empower connections to Deep Hope, Storyline, and Throughlines

Learning Plan

Use the framework below to share the outline of your strand or workshop. Follow the guidelines for design in the rubric. If designing a strand, indicate where you plan to break between sessions 1 & 2.

Time

Learning Activity: Invite

How will learners be invited into the learning? What activities and protocols will inspire wonder, spark curiosity, and ignite passion for the topic at hand? How will the learners practice *curious thinking*?

Habit of Learning Practiced:

15 min. Activities and Protocols:

Opening Circle: Mad Lib Lectio Divina Protocol

Purpose: To model a formative assessment protocol that elevates student voice and makes visible connections to Storyline, Deep Hope, and Throughlines.

Participants will collaborate at their tables to complete a fill-in-the-blank excerpt from a common reading, (Scripture/speech/article/historical document), using only the word cards laid on their tables. Some of the word cards will be very random and some will be vocabulary from Deep Hope, Storyline and Throughlines. Each table will read their mad lib excerpt in the opening circle, and then all will read the original version chorally and share open observations about the contrasts and the words that were used in the original version. Final reflection prompt: If you were to rewrite this excerpt to reflect our Storyline, how might it sound differently?

5 min.

Learning Target Discussion and Pedagogy Debrief

Purpose: To engage participants with the target for the workshop and model a formative assessment protocol that elicits learner perspectives and demonstrates how formative assessment informs instruction.

Participants will use an annotation key to mark words in the written learning target with symbols to represent the following:

- Most exciting
- Most intimidating
- Most reflective of God's Story for me, (note why)

Facilitator will circulate to review annotations and use observations to guide instruction, ensuring alignment with the understanding of the target and inviting participants to start naming how these first two activities have provided examples. Make explicit connections to all three points of the workshop target; add to poster at the front of the room as an example of a storyboard.

Curious Thinking,

Gracious Communicating

Time

Learning Activity: Nurture

How will learners be nurtured as active participants—grappling with ideas, exploring content in multiple ways, and collaborating with others? What activities and protocols will foster creativity, collaboration, and exploration?

Habit of Learning Practiced:

20 min.

Activities and Protocols:

Ramp-it-Up Protocol:

Purpose: To demonstrate how formative assessment can leverage struggle and collaboration to elevate student voice, clarify what strong thinking looks like, and deepen connections to Storyline and academic content.

Purpose: To experience how a structured formative process can help learners generate, evaluate, and strengthen connections between academic content and Storyline.

Given a random photograph, (ex: a city intersection/people on a trail ride/soccer stadium/Mt. Rushmore), participants are asked to independently brainstorm connections to a topic from an academic target, (ex: erosion/Cuban Missile Crisis/linear equations/government regulation). *They are expected to struggle with this task.*

After one minute, table groups are asked to share their brainstorms and then pick their favorite connection. The table groups then each share their selection and the facilitator guides a discussion to try to name the reason why these ideas were the favorites. The facilitator will draw out elements such as specificity, concrete representations, imagination, action, and connections to Throughlines/God's Story. Together, a list of criteria is created for what "strong connections" look like.

Then, participants are asked to go through the same steps as before, (individual brainstorm, sharing with table, selecting favorite connection and sharing with group).

The facilitator then invites participants to reflect on how the photo can connect to both the academic topic *and* a personal Storyline. (*This is expected to be challenging but feasible because of the previous discussion*).

The facilitator closes by inviting participants to name how the activity accomplished the three points of the workshop learning target. Add connections to the storyboard at the front of the room.

10 min.

Apples-to-Apples Protocol: Throughline Connections

Purpose: To model a formative assessment protocol that strengthens learners' ability to clearly articulate and defend connections between academic concepts and Throughlines.

(Meant to be a very short concrete example of another similar protocol. . .will only demonstrate one round)

Each table is given a set of academic tools, (Ex: graduated cylinder/data table/balance/piece of litmus paper/business letter template/microphone/highlighter/geometry proof/ruler/calculator), and the facilitator has a prepared set of academic vocabulary cards, (Ex: supply and demand/deciduous/Pythagorean theorem/mitosis/constitutional)

Joy-filled
Collaborating,
Curious Thinking

Participants are given a template that says, “A (tool) is most closely related to (vocabulary word) because _____, and we think this supports (Throughline) because _____.”

Three participants are selected to act as judges.

The facilitator selects an academic vocabulary card at random, and the tables work together to determine which of their tools is most closely related to the vocabulary word by linking it with a Throughline. Teams are encouraged to strengthen their reasoning with multiple concrete examples. *(The emphasis in this activity is the articulation of the connection).*

One member of each team then defends the item selected to the panel of judges. The judges briefly convene to determine a winner and explain why the selection won.

Invite table groups to discuss how the activity connects to the learning targets of the workshop; add ideas to the storyboard.

Time

Learning Activity: Empower

How will learners be empowered to take their learning back to their schools? What activities and protocols will empower them to create, share, and apply new skills, insights, and ways of being in their school communities?

Habit of Learning Practiced:

15 min.

Activities and Protocols:

Independent/Collaborative Work

Purpose: To inspire and support participants in reimagining assessment practices that help students connect academic learning to God’s Story through Storyline, Deep Hope, and Throughlines.

Participants choose to work independently or with colleagues to generate ideas for their own students.

During this time a gallery is provided on the walls of “assessment OF learning” vs. “assessment FOR learning.” Some of those contrasting examples may be:

- Textbook reading comprehension questions vs. questions that invite a connection to the class Storyline
- Textbook multiple choice test vs. test w/annotation key for personal and Deep Hope connections
- Traditional vocabulary definition exercise vs. photo-labeling exercise that invites students to write a statement connecting vocabulary to Throughline
- Traditional assessment asking for evidence of learning target vs. triple Venn Diagram that asks student to select a Throughline and show how the aspects of the learning target, Throughline and Deep Hope feel connected or disparate

Participants are encouraged to add evolving ideas to a poster for colleagues to see.

Courageous
Designing,
Joy-filled
Collaborating,
Gracious
Communicating,
Curious Thinking

Time	Learning Activity: Reflection and Celebration How will learners reflect on and celebrate their learning, both individually and corporately?	Habit of Learning Practiced:
3 min.	<p>Activities and Protocols:</p> <p>Closing Circle: Thought Bubbles <i>Purpose: To create space for participants to name how their thinking has grown and to collectively celebrate and carry forward their learning within God's Story.</i></p>	Gracious Communicating, Curious Thinking, Courageous Designing, Joy-filled
7 min.	<p>Participants write one takeaway thought on a pre-cut "thought bubble" on a stick, (Ex: I am going to. . ., I am struggling with. . ., I realized that. . ., I wonder about. . .)</p> <p>All stand in a closing circle and lay the thought bubbles at their feet. The group rotates around the full circle to read all silently. Together, the group creates a summary reflection statement to go in a large thought bubble in the center, "We celebrate _____ and intend to/feel/hope/struggle/wonder. . .".</p>	Collaborating