

# DIRECTORY

## Concurrent Sessions and Presenters

### **How 2: Use the Strategic Instruction Model:** *Strategies and Routines that Increase Student Success*

*The University of Kansas has developed a series of research-based Learning Strategies and Content Enhancement Routines which have been used successfully by teachers--both special education and general education--in a variety of settings and situations. Come find out what you can do to increase the success of your students.*

*Mary Etta Taylor  
SC Department of Education*

### **How 2: Find Your Pot of Gold:** *Writing a Winning Grant Proposal for the new COE P-12 Professional Development Mini Grants & other teacher related grants.*

*This session will focus on the major elements found in grant proposals and instruct the participants on what makes a successful grant. The session will begin with the development of ideas to budget writing. In addition, participants will receive materials to search for grants and begin writing.*

*Cindi Nixon  
Francis Marion University*

### **How 2: Infuse Health Education in the Curriculum (Double Session)**

*Teacher Candidates from Early Childhood and Elementary health education courses will demonstrate HOW 2 infuse health education in required subject content areas.*

*Janis McWayne  
Francis Marion University*

Melissa Cooper, Kathryn Dove, Janeene Johnson, Valerie Myers, Daina Cox, Kendra Raven, Ashley Klumas, Charly Moore, Connie Davis, Heather Gray, Dana Weaver, Amanda Bourne, Lakita Garvin, Donte' Harris, Austin McCaskill, Ashley Turner, Cassidy Wynn, Cherisse Lawson, Aunquize Perkins, Jamie Lehr, Angel Brown, Paul Wells, Ashley Pearson, Kirby Marsh, Heather Grace Brown, Monet Heyward, Michelle Saverance, Drika McCall, Kacie Kinsey, Christina Canty, Marquita Blaylock, Summer Anderson, Kimberly Butler, Nikki King, Katie Matthews, Kymberly Pollock, Rebecca Dupree  
*FMU Teacher Candidates*

### **How 2: Build Background Knowledge in Children of Poverty**

*This presentation will outline general characteristics of children of poverty and offer some simple, but specific strategies that can be implemented to bridge this achievement gap that is so prevalent in schools today.*

*Tammy Pawloski  
Francis Marion University*

### **How 2: Develop Strategies for Language: Past, Present and Future**

*The workshop session will be in the format of round table discussions and will focus on quick and easy strategies for language development. The activities presented will be practical, kinesthetic, and appropriate for small or large groups.*

*Dorothy Harris  
Francis Marion University*

*Lisa Hawkins, Melanie Garand, Danielle O'Neil, Nadia Jones  
Lester Elementary*

*Janet Allen, Shelley Floyd  
FMU Teacher Candidates*

### **How 2: Use Learning Patterns as a Classroom Tool**

*The Learning Connections Inventory (LCL)<sup>®</sup> identifies **all students** as learners. Children of Poverty are often labeled as non-learners. This session will give the participants an opportunity to discover their own learning patterns. As a result of the administration and scoring of the LCL, the participants will see how the information gained could be important to the self-esteem of the children of poverty. Instructional strategies can be planned that address the class learning patterns.*

*Daljit Kaur      Cheryl Lane  
Francis Marion University*

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### **How 2: Hear the Voices from Classrooms of Poverty**

*This session will be in the format of a panel discussion. Teachers from Marion County will share their expertise in dealing with children of poverty.*

Tracy Meetze  
Francis Marion University  
Patricia Atkinson, Diana Jones, Nancy Etman, Marcie King, Rhonda Shelley, Thalia Best, and Lorri Dewald  
FMU Graduate Students

### **How 2: Recognize and Understand the Current Trends and Issues Regarding the Many Faces of Poverty in Our Community**

*This session will introduce many of the current trends and issues regarding the many young faces of poverty in our community and provide information for teachers on how to recognize and understand those trends.*

Aneta Bhojwani  
Carver Elementary, Florence Darlington Technical College

### **How 2: Use Action Research to Improve Classroom Management and Teacher/Student Relations**

*The Center of Excellence designed an action-research study based on the concept of "relationship-driven classroom management" which relies on personal relationships between teachers and students and among students themselves for defining and engaging in appropriate classroom behavior. The purpose of the study was to gain a more complete understanding of "difficult and resistant" students and, based on this understanding, find ways of working more effectively with these students in schools and classrooms. This workshop session will address the lessons learned from this action research study and the implications of those lessons for classroom teachers.*

Lorin Anderson  
Anderson Research Group

Dorothy Jacobs  
Brunson Dargan Elementary

Franklyn McGinnis  
Palmetto Middle

### **How 2: Make Connections with Parents: Promising Practices that will Improve School, Family, and Community Involvement and Promote Success in Children of Poverty**

*Research has proven that all children are more successful in school when their families and communities are supportive of and involved in the work of the schools. This is especially true of children of poverty. The purpose of this session is to create awareness of research-driven "success stories" and promising practices that increase the involvement of economically, culturally, and linguistically diverse families. This session will be interactive and participants will be encouraged to share from their experiences and practices.*

Ethel Grinkley  
Darlington School District

Markey Bee  
FMU Center of Excellence

### **How 2: Avoid the Poverty Speed Bump**

*Located in a small rural school district on the "Corridor of Shame" with a high poverty and special education percentage, Manning Primary School exceeds the expectations for performance. We want to share ideas and methods that have been proven to be effective when used to diversify and deliver instruction to students.*

Betty Harrington      Pamela Buddin  
Manning Primary

### **How 2: Identify and Develop Concepts**

*Concepts allow students to process information more efficiently and make learning relevant. This workshop will help teachers identify and develop concepts throughout the curriculum.*

Tom Sawyer  
Francis Marion University

Amy Barhite  
FMU Teacher Candidate

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### **How 2: Substantially Increase the Basic Mathematic Skills of Children of Poverty**

*Dramatically substantiating research will be reviewed for about 10 minutes. The balance of the session's time, about 50 minutes, will be spent by interactively helping the audience learn powerful, new, skill development methods (5 helpers will circulate after each of four demonstrations). In-class and take-home handouts will be provided, as will information for obtaining further related assistance.*

Lloyd Hutchings      Susannah McCuaig      Marla Sanders      Cynthia Young      Calandra Brisbane  
Francis Marion University      Principal, FSD1      FMU Teacher Candidate

### **How 2: Implement Multicultural Literature in the Classroom**

*This workshop will engage practicing teachers in a discussion of multicultural literature, best practices, popular books, activities, and strategies to incorporate multicultural literature in their classes.*

Marla Sanders      Daljit Kaur      Donna Durante  
Francis Marion University      Darlington High & FMU Graduate Student

### **How 2: Develop and Use LaFF (Learning and Family Fun) Bags**

*This workshop will describe how Learning and Family Fun (LaFF) Bags are used at Mullins Early Childhood Center. These bags contain learning activities that children take home one night a week.*

Judy Pace, Lindsey Beeson, Mie Brown, and Jeanne Poston  
Mullins Early Childhood Center

### **How 2: Use Technology (Interactive Whiteboards) to Motivate Children of Poverty**

*Participants will be able to create dynamic lessons in all disciplines using notebook software. Teacher made lessons will be shared if participants bring a jump drive.*

Bill Whitmire  
Francis Marion University

### **How 2: Break the Cycle: Strategies That Work**

*The achievement gap of children in poverty starts young and is difficult to reverse. It is essential and urgent to employ successful strategies to address the social, emotional, and academic needs of these children and their families. Our program has the strategies that make a difference.*

Pam Brogdon      Lindsey Billings  
Bright Futures Learning

### **How 2: Use Sports to Educate Economically Disadvantaged Children: A Creative Challenge**

*How might sports be included more systematically in plans to help educate children in poverty? In this session, students in a 'Sociology of Sports' class will facilitate discussion on how sports may be integrated effectively into the academic curriculum for children living in poverty. They will present essay outlines and lead small group discussions in which they will seek create ideas from the audience. Participants will be encouraged to move about and participate in several small groups.*

Rusty Ward      Mark Robinson      Natalie Fidler  
Francis Marion University      FMU Sociology Students