



*Classroom Strategies that Work!*

***FALL WORKSHOP  
SATURDAY, OCTOBER 11, 2008***

**Francis Marion University  
McNair Science Building (MSB)  
Chapman Auditorium  
Florence, South Carolina**

## **Schedule**

8:00 – 8:30	Registration & Continental Breakfast
8:30 – 9:30	Welcome & Keynote
9:30 – 9:45	Break
9:45 – 10:45	Workshop Sessions
10:45 – 11:00	Break
11:00 – 12:00	Workshop Sessions
12:15 – 1:15	Children of Poverty Professional Organization Meetings <ul style="list-style-type: none"><li>▪ <i>Teacher Candidates</i></li><li>▪ <i>P-12 Educators</i></li></ul>

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## Concurrent Sessions

9:45 – 10:45

<b>Session Title</b>	<b>Presenters</b>	<b>Description</b>	<b>Target Audience</b>	<b>Location</b>
<b>How 2: Enhance Comprehension in Reading Instruction</b>	★ Polly Haselden	This session will cover specific strategies to improve comprehension of text. Participants will engage in exercises using research-based strategies to improve their own comprehension of selected material and be given examples of other strategies to be used in classrooms across the content areas and grade levels.	Elementary Middle School High School	<b>LSF 101</b>
<b>How 2: Understand Social Emotional Development: Strategies for Building Skills</b>	★ Gayle Morris	Participants will be able to discuss why it is important to be more intentional about teaching social emotional skills. Strategies for supporting the development of skills such as developing friendships, building emotional literacy, and problem solving will be shared.	Early Childhood	<b>LSF 102</b>
<b>How 2: Discover How Children of Poverty are Intelligent in Different Ways</b>	★ Dorothy Harris ★ Lisa Hawkins ★ Nadia Jones ★ Kevin Hawkins	"We're Poor, Not Stupid." This session deals with that statement and the different ways that poor children are smart. Presenters will show strategies to tap into this intelligence.	Early Childhood Elementary	<b>LSF 104</b>
<b>How 2: Implement Multicultural Literature for Classroom Teachers</b>	★ Marla Sanders ★ Daljit Kaur	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.	Early Childhood Elementary Middle School High School	<b>LSF 106</b>
<b>How 2: Engage Students in Active Learning and Positive Relationships</b>	★ Edwina Faulkenberry ★ Elizabeth Jackson	Relationship-driven classroom discipline and Thinking Maps strategies keep students engaged in the learning process. Children of poverty need teachers who are positive role models that foster resilience and teach strategies for successful learning. This presentation will offer ideas, activities, and strategies that will help teachers and students reach their goals for student learning.	Early Childhood Elementary Middle School High School Administration	<b>LSF 108</b>

(CONTINUED) 9:45 – 10:45 <b>Session Title</b>	<b>Presenters</b>	<b>Description</b>	<b>Target Audience</b>	<b>Location</b>
<b>How 2: Use the Health Resources Manual in Your Classroom</b>	★ Janis McWayne	This session is designed to demonstrate to participants how to use the Health Resources Manual (HRM) in the classroom. The manual will be introduced and a summary of the contents will be provided. Then participants will practice using the HRM with prepared scenarios.	Early Childhood Elementary Middle School High School	<b>LSF 109</b>
<b>How 2: Realize the Impact of Violence on Children and How it Manifests in the Classroom</b>	★ Rose Varlaro	The purpose of this session is to provide educators with the information to identify and assist child victims of abuse. Implications of abuse on behavior and interventions will be discussed.	Early Childhood Elementary Middle School High School	<b>LSF 202</b>
<b>How 2: Use Formative Assessment Strategies for Every Classroom</b>	★ Sharon Askins	Strategies and tools will be shared from ASCD's (Association for Supervision and Curriculum Development) Action Tool, Formative Assessment Strategies for Every Classroom. Participants will be provided with examples of student tools to use when an assignment is given, during direct instruction, during group or individual work, before summative assessment, and after summative assessment.	Early Childhood Elementary Middle School High School	<b>LSF 205</b>
<b>How 2: Use a Sociogram to Determine Students' Social Acceptance</b>	★ Cheryl Lane	A sociogram can chart the social networks that exist in your classroom. Knowledge of these networks can be used in a positive way by the teacher to be sure that ALL students are included and accepted.	Elementary Middle School High School	<b>LSF 305</b>
<b>How 2: Understand Students of Poverty – Conversation with Mark Dewalt</b>	★ Mark Dewalt	This session will be an interactive question and answer session as a follow-up to the keynote address <i>"Understanding Children of Poverty: Strategies for Success!"</i>	Early Childhood Elementary Middle School High School Administration	<b>Chapman Auditorium</b>

# *Classroom Strategies that Work!*

## Concurrent Sessions

11:00 – 12:00

Session Title	Presenters	Description	Target Audience	Location
<b>How 2: Adjust Instruction to Meet the Needs of the Divergent Learner and the Child of Poverty</b>	★ Steven Taylor	The concept of the <b>divergent learner</b> , originated by this presenter and a former professor in 1986, focuses on special needs which must be met for significant learning to take place. Some characteristics of divergent learners are common also to children of poverty; teachers must recognize these attributes and adjust their demeanor and instruction to ensure desired outcomes.	Elementary Middle School High School Administration	<b>LSF 101</b>
<b>How 2: Implement Science and Math along with Reading and Technology (SMART) Night</b>	★ Ginger Baggette ★ Lisa Holiman ★ Melissa Marsik ★ Fran Matthews ★ Paula Werner ★ Cathy Hunter	Eager to bring families and the community in your school to support your instruction? Try holding a "SMART" Night (Science and Math along with Reading and Technology). It is a night of fun that includes Math, Science, and Reading games with Technology tidbits, food, fun, and more! Families leave with standards-based activities that they can do in their own homes to enhance learning.	Early Childhood Elementary	<b>LSF 102</b>
<b>How 2: Manage and Motivate the Under-Resourced Student</b>	★ Sabrina Gibbs	This session will provide teachers with practical tools to build both a well-managed classroom environment and a culture of relationships/high expectations. Learn how to spend less time on discipline and more time on instruction!	Middle School High School	<b>LSF 104</b>
<b>How 2: Help Students at Risk of School Failure with Strategic Instruction Model (SIM)</b>	★ Daria Cronic	This session will give an overview of the Strategic Instruction Model (SIM) from the Center of Research on Learning (CRL) from the University of Kansas. Understanding SIM will help participants understand the model and plan for future professional development.	Elementary Middle School High School Administration	<b>LSF 106</b>
<b>How 2: Apply Qualitative Research Methods in Classrooms of Children of Poverty</b>	★ Janis McWayne ★ Shirley Bausmith ★ Daljit Kaur ★ Tracy Meetze	The purpose of this session is to describe the experiences of 12 teachers/graduate students who teach children of poverty in Marion, SC. These 12 teachers/graduate students took a qualitative methods course in the graduate program at Francis Marion University. They have applied the qualitative methods in their classrooms to develop strategies to better address the academic and social needs of children of poverty.	Early Childhood Elementary Middle School	<b>LSF 108</b>

<p>(CONTINUED) 11:00 – 12:00 Session Title</p>	<p>Presenters</p>	<p>Description</p>	<p>Target Audience</p>	<p>Location</p>
<p><i>How 2:</i> <b>Code-Switch: Transform the Dialectally Diverse Classroom</b></p>	<p>★ Lynn Cresson</p>	<p>This presentation seeks to enhance educator understanding of the various levels of formal language (frozen, formal, consultative, casual, intimate) and to provide specific strategies to facilitate instruction in dialectally diverse classrooms.</p>	<p>Elementary Middle School High School</p>	<p><b>LSF 109</b></p>
<p><i>How 2:</i> <b>Teach Economic Concepts: Use the Play Dough Curriculum</b></p>	<p>★ Brandi Cook</p>	<p>Play Dough Economics is curriculum created by the National Council on Economic Education. It uses hands-on activities to teach Economic Concepts. This session will help attendants learn how to apply Play Dough economics in their classrooms.</p>	<p>Elementary Middle School High School</p>	<p><b>LSF 202</b></p>
<p><i>How 2:</i> <b>Understand and Assist Brain Development</b></p>	<p>★ Floyd Creech</p>	<p>This session will help teachers understand the specifics of brain growth and development and how to tailor instruction to assist brain development.</p>	<p>Early Childhood</p>	<p><b>LSF 205</b></p>
<p><i>How 2:</i> <b>Use Today's Technology to Help Children of Poverty</b></p>	<p>★ Faith Hardison</p>	<p>Learn to use today's technology to provide specialized instruction to "Children of Poverty" that will effectively capture their interest and help to close the Digital Divide.</p>	<p>Early Childhood Elementary Administration</p>	<p><b>LSF 305</b></p>
<p><i>How 2:</i> <b>Understand Children of Poverty – Conversation with Mark Dewalt</b></p>	<p>★ Mark Dewalt</p>	<p>This session will be an interactive question and answer session as a follow-up to the keynote address "<i>Understanding Children of Poverty: Strategies for Success!</i>"</p>	<p>Early Childhood Elementary Middle School High School Administration</p>	<p><b>Chapman Auditorium</b></p>

# ***THANK YOU TO OUR “HOW 2” PRESENTERS!***

## **Enhance Comprehension in Reading Instruction**

Polly Haselden – School of Education, FMU

## **Understand Social Emotional Development: Strategies for Building Skills**

Gayle Morris – Early Childhood Consultant, Pee Dee Education Center

## **Discover How Children of Poverty are Intelligent in Different Ways**

Dorothy Harris – School of Education, FMU

Lisa Hawkins – Teacher, Florence 1

Nadia Jones – Teacher, Florence 1

Kevin Hawkins – Teacher, Florence 1

## **Implement Multicultural Literature for Classroom Teachers**

Marla Sanders – School of Education, FMU

Daljit Kaur – School of Education, FMU

## **Engage Students in Active Learning and Positive Relationships**

Edwina Faulkenberry – Teacher, Florence 1

Elizabeth Jackson – Curriculum Coordinator, Florence 1

## **Use the Health Resources Manual in Your Classroom**

Janis McWayne – School of Education, FMU

## **Realize the Impact of Violence on Children and How it Manifests in the Classroom**

Rose Varlaro – Clinical Intern (FMU Graduate Student), Durant Children's Center

## **Use Formative Assessment Strategies for Every Classroom**

Sharon Askins – School of Education, FMU

## **Use a Sociogram to Determine Students' Social Acceptance**

Cheryl Lane – School of Education, FMU

## **Understand Students of Poverty – Conversation with Mark Dewalt**

Mark Dewalt – Director of Graduate Studies, Winthrop University

## **Adjust Instruction to Meet the Needs of the Divergent Learner and the Child of Poverty**

Steven Taylor – School of Education, FMU

## **Implement Science and Math along with Reading and Technology (SMART) Night**

Ginger Baggette – Math Coach, Florence 1

Lisa Holiman – Teacher, Florence 1

Melissa Marsik – Teacher, Florence 1

Fran Matthews – Teacher, Florence 1

Paula Werner – Teacher, Florence 1

Cathy Hunter – Teacher, Florence 1

## **Manage and Motivate the Under-Resourced Student**

Sabrina Gibbs – Teacher, Horry County Schools

## **Help Students at Risk of School Failure with Strategic Instruction Model**

Daria Cronic – Assistant Professor of Special Education, Presbyterian College

## **Apply Qualitative Research Methods in Classrooms of Children of Poverty**

Janis McWayne – School of Education, FMU

Shirley Bausmith – School of Education, FMU

Daljit Kaur – School of Education, FMU

Tracy Meetze – School of Education, FMU

## **Code-Switch: Transform the Dialectally Diverse Classroom**

Lynn Cresson – Assistant Professor, Presbyterian College

## **Teach Economic Concepts: Use the Play Dough Curriculum**

Brandi Cook – Teacher, Marion 1

## **Understand and Assist Brain Development**

Floyd Creech – Early Childhood Education Coordinator, Florence 1

## **Use Today's Technology to Help Children of Poverty**

Faith Hardison – Teacher, Florence 1

## **Understand Children of Poverty – Conversation with Mark Dewalt**

Mark Dewalt – Director of Graduate Studies, Winthrop University