

MONDAY JUNE 2

CONCURRENT SESSION I 10.15 - 11.30 AM

| Room | Topic | Presenter(s) | Abstract |
|-------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 002 | <i>Pedagogy for Today's Teachers: Cooperative Learning</i> | Janet Strickland, UWG | Presentation and discussion of pedagogy techniques and strategies for today's teachers. Participants will engage in cooperative learning groups for the purpose of mastering the strategy. |
| EC 003 | <i>Using the Smithsonian to Teach Social Studies</i> | Judy Butler, UWG | Participants will explore resources available to educators from the Smithsonian. All participants will receive curriculum materials. |
| EC 004 | <i>Follow up Session</i> | Beheruz Sethna, UWG | An opportunity to interact one-on-one with the Plenary speaker for further questions and an in-depth discussion. |
| EC 005 | <i>Part 1: State of the Schools</i> | Samantha Briggs, Southern Poverty Law Center | An initiative of the Southern Poverty Law Center's Teaching Tolerance program, Mix It Up at Lunch Day is a simple call to action: take a new seat in the cafeteria. By making the move, students can cross the lines of division, meet new people, and make new friends. Mix It Up believes in the power of youth to create and sustain real change. During this workshop Samantha will provide a brief "state of the schools" review and will provide ideas, tools and resources to help you break the walls of division in your school and community. |
| EC 201 | <i>Using http://www.Nettrekker.com for Differentiating</i> | C. Dianne Carroll, UWG | The presenter will demonstrate the website Nettrekker.com and the uses of it for meeting the academic needs of their own students through differentiation and modifications. |
| EC 202 | <i>Combining the PHAST and RAVE-O Programs: Strategies for Struggling Readers</i> | Eileen Cohen, Nicole Hughes, Rose Sevcik, Robin Morris, Georgia State University | The PHAST program and the RAVE-O program have been combined to create a multi-dimensional, research-based program for children at-risk for reading failure. An overview of the program as well as specific strategies and methods will be presented. |
| EC 225 | <i>Reconceptualizing Adding and Subtracting Integers</i> | Delvin Wilson, Rockdale County Public Schools | The presenter will demonstrate a method of adding and subtracting integers but do so in a context that students are familiar with: the context of being above or below "sea level." The concept of "divers" making "rescues" will be used. |
| EC 226 | <i>Motivating Apathetic Students and Teachers</i> | Tom Peterson, UWG | Both teachers and students desire stimulating learning environments that are both engaging and meaningful. |
| EC 229 | <i>Focusing on Misconceptions to Bridge the Gap between Prior Knowledge and Success for Your Students</i> | Cindy Fielder, Independent Consultant | Bridging the gap between a student's prior knowledge and current instruction is a challenge we face daily. Join us as we examine successful strategies to engage all learners, revise student misconceptions and connect to the mathematics students need to learn! The connection to research on misconceptions and classroom practice will be examined as well as implications for instruction to provide universal access. |
| EC 249 | <i>Using Digital Cameras and Videocameras to Enhance Science Instruction</i> | Gilda Lyon, Georgia DOE | Tips for using these tools to engage your students in scientific investigations and reporting |

MONDAY JUNE 2

CONCURRENT SESSION II 11.45 AM - 1.00 PM

| Room | Topic | Presenter(s) | Abstract |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 003 | <i>Tips for Standards Based Classrooms</i> | Elizabeth McFadden, Coweta County | Participants will receive an overview of Standards Based Classrooms and several easy tips for implementation including lesson plans. |
| EC 005 | <i>Part 2: State of the Schools</i> | Samantha Briggs, Southern Poverty Law Center | An initiative of the Southern Poverty Law Center's Teaching Tolerance program, Mix It Up at Lunch Day is a simple call to action: take a new seat in the cafeteria. By making the move, students can cross the lines of division, meet new people, and make new friends. Mix It Up believes in the power of youth to create and sustain real change. During this workshop Samantha will provide a brief "state of the schools" review and will provide ideas, tools and resources to help you break the walls of division in your school and community. |
| EC 201 | <i>Changing Their World at School AND at Home: Integrating Wave (voice) Files and Power Point to Differentiate Instruction for all learners, including ELLs:</i> | Yanira Alfonso, Gwinnett County Public Schools | The presenter will demonstrate how the participants can customize their own presentations in content and timing to meet the individual needs of their students by giving each child their own electronic sight words set to voice and tailored to their needs. |
| EC 202 | <i>Combining the PHAST and RAVE-O Programs: Strategies for Struggling Readers</i> | Eileen Cohen, Nicole Hughes, Rose Sevcik, Robin Morris, Georgia State University | The PHAST program and the RAVE-O program have been combined to create a multi-dimensional, research-based program for children at-risk for reading failure. An overview of the program as well as specific strategies and methods will be presented. |
| EC 225 | <i>The Standards-Based Classroom</i> | Asia Toliver, Georgia DoE | What is a standards-based classroom and what does it look like? Teachers will engage in discussion regarding the standard-based classroom and be given tools to help with the implementation process. |
| EC 226 | <i>A Paulding County Perspective on ELLs: Writing Clusters and Innovative Initiatives</i> | Marores Perry | Presenters will share Paulding County's approach to literacy and instruction of ELLs, focusing on writing goals and strategies, as well as Paulding County's innovative strategies to better serve newcomers in the district. |
| EC 227 | <i>Planning and Implementing an Effective Classroom Response to Students in Crisis</i> | Julia Chibbaro, UWG | Dealing with non-academic problematic students in the classroom can produce uncomfortable situations for both teachers and other students. Students who are in crisis may display behaviors such as depression, anxiety, substance abuse, boundary issues, being sexually inappropriate, (to name a few) and/or social and emotional deficiencies. This session will focus on planning an effective response to students who are experiencing difficulty coping with their lives. |

| | | | |
|--------|-----------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 229 | <i>Pedagogy in Today's Secondary Public School Language Arts Classroom</i> | Scott Hairston | Presentation and discussion of pedagogy techniques and strategies for today's high school language arts teachers |
| EC 243 | <i>Math, Technology, and Social Studies and The Fine Art of Interactive Videoconferencing</i> | Dale Hilton, The Cleveland Museum of Art | How can Math, Technology, and Social Studies be enhanced by an arts-integrated approach? Come find out in this informational session presented via videoconference from The Cleveland Museum of Art. We will sample lessons that assist you in presenting topics ranging from Geometry to Ancient Egypt for grades 4-10. |
| EC 249 | <i>Using Digital Cameras and Videocameras to Enhance Science Instruction</i> | Gilda Lyon, Georgia DOE | Tips for using these tools to engage your students in scientific investigations and reporting |

TUESDAY JUNE 3

CONCURRENT SESSION I 10:15 - 11.30 AM

| Room | Topic | Presenter(s) | Abstract |
|-------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 002 | <i>iPods and Middle Grades GPS</i> | Brian Gerber, Valdosta State University | Help for teachers through Podcasts related to Middle Grades GPS |
| EC 003 | <i>InspireEd Educators</i> | Sharon Coletti, Independent Consultant | Participants will recognize the importance of teaching critical and creative thinking skills and the opportunity social studies content offers as a means to do so. |
| EC 004 | <i>Follow up Session</i> | Andrea Peterson, National Teacher of the Year | Interact one-on-one with a Teacher of the Year. Have an in-depth discussion about your choice of topic. Share the passion you both have for teaching, students and education. |
| EC 005 | <i>What is Critical Literacy, and How Can It Facilitate Learner Achievement?</i> | Alda Blakeney - Wright | This presentation will assist teachers in developing a working definition of critical literacy and show them how this can increase learner achievement as well as provide them with examples of high quality critical literacy and accompanying activities. |
| EC 201 | <i>WebQuest and Subject Samplers: Using the Internet to Engage All Students</i> | Jessica Bucholz, UWG | This presentation will give participants the opportunity to learn about WebQuest and Subject Samplers for use in differentiating instruction for a diverse student population via a hands on session in which teachers will learn technological techniques to take back and apply in their own classrooms. |
| EC 202 | <i>The Art of Teaching Writing</i> | Diane Costley, Carroll County Schools | During this workshop, participants will have the opportunity to travel through all components required to have a successful writing program in a LA classroom. They will, also, become familiar with the Cherokee Rose Writing Project and how this program enhances one's ability to better support the writing process. |
| EC 203 | <i>The Quadrilateral Quandary</i> | Joy Black, UWG | This session will introduce participants to Geometer Sketchpad and include activities related to Shape Makers. Participants will explore quadrilaterals and decide, for example, if the parallelogram maker can make a square. Such investigations will lead to a better understanding of quadrilaterals and the development of a hierarchical classification system of quadrilaterals. |
| EC 226 | <i>Scaffolding for ELL Success in the Mainstream Classroom</i> | Jaime Harrison, Heard County | Scaffolding for English Language Learners (ELLs), while challenging for the mainstream teacher, is essential to student success in academic subjects. This presentation will provide details about a classroom research project involving scaffolding and collaboration between the mainstream and ESOL teacher. |
| EC 227 | <i>Percussion Discussion</i> | Thomas Harris, Inner Harbor | This presentation provides current information about West African drumming as an intervention for adolescents in residential care. Relevant connections between drumming and indigenous rights of passage and initiation are explored. One-third of presentation is didactic and two-thirds is experiential, hands-on drumming. |
| EC 229 | <i>Pedagogy with Hands-On Applications for Science Teachers, Part 1</i> | Judy Cox, UWG | Demonstration and discussion of strategies and techniques of teaching science with hands-on emphasis |

| | | | |
|--------|--------------------------------------------|---------------------------------------------|----------------------------------------------------------------------|
| EC 249 | <i>Intro to Instructional Use of iPods</i> | Cindy Hillsman Georgia DOE | Tips for using this popular technology to engage students in science |
|--------|--------------------------------------------|---------------------------------------------|----------------------------------------------------------------------|

TUESDAY JUNE 3

CONCURRENT SESSION II 11.45 AM - 1.00 PM

| Room | Topic | Presenter(s) | Abstract |
|-------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 002 | <i>iPods and Middle Grades GPS</i> | Brian Gerber, Valdosta State University | Help for teachers through Podcasts related to Middle Grades GPS |
| EC 003 | <i>Making Games</i> | Janet Strickland, UWG | Participants will make memory games and electronic games to use in the Social Studies classroom. |
| EC 005 | <i>What is Critical Literacy, and How Can It Facilitate Learner Achievement?</i> | Alda Blakeney- Wright | This presentation will assist teachers in developing a working definition of critical literacy and show them how this can increase learner achievement as well as provide them with examples of high quality critical literacy and accompanying activities. |
| EC 201 | <i>The Iris Center and Differentiation of Instruction for Reading in the Elementary Grades:</i> | C. Dianne Carroll, UWG | The participants will be directed to The Iris Center located on the Peabody Vanderbilt.edu website to actively engage in creating a differentiated reading unit for their classroom students. This website can be accessed at any time by the participant so can be used after this session as needed. |
| EC 202 | <i>Hollywood Film Clips Meet Character Education</i> | Kathleen McCaffrey, Fulton County Schools | See what a middle school can do to utilize engaging contemporary film clips to teach Character Education. Viewing, listening, and speaking work together to engage the young adolescent learning in a variety of character building topics as well as hands on activities. Hands on learning eliminates boring character "words of the day" or "motivation posters".....and best of all, it is a perfect vehicle to <u>deliver advisory and it's free!</u> |
| EC 204 | <i>Interactive Health Education on the Internet</i> | Rachel Abbott, UWG | This session will review interactive health education websites for use in the classroom. |
| EC 225 | <i>Paper Folding Magic</i> | Joy Black, UWG | Session will involve participants in inexpensive hands on activities including paper folding to promote conceptual understanding of geometric terms. Measurement, circles, and different types of polygons including fractional areas will be addressed using physical models created during the session. Activities will include references to children's literature related to each topic. |
| EC 226 | <i>Problems of Collaboration –ESOL and Mainstream Teachers</i> | Gina McMillan, Rising Starr M. S., Fayette County | What are the concerns of Mainstream Teachers in their effort to collaborate with ESOL teachers? This presentation will list barriers and the discussion will focus on ways to overcome those difficulties. |
| EC 229 | <i>Pedagogy with Hands-On Applications for Science Teachers, Part 2</i> | Judy Cox, UWG | Demonstration and discussion of strategies and techniques of teaching science with hands-on emphasis |
| EC 243 | <i>The iDoctors: Profs, Professional Development, and Podcasting</i> | Andy Brovey, Valdosta State University | Help for teachers through Podcasts related to Middle Grades GPS |

| | | | |
|--------|--------------------------------------------|---------------------------------------------|----------------------------------------------------------------------|
| EC 249 | <i>Intro to Instructional Use of iPods</i> | Cindy Hillsman Georgia DOE | Tips for using this popular technology to engage students in science |
|--------|--------------------------------------------|---------------------------------------------|----------------------------------------------------------------------|

WEDNESDAY JUNE 4

CONCURRENT SESSION I 10.15 - 11.30 AM

| Room | Topic | Presenter(s) | Abstract |
|-------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 002 | <i>Art-based Approaches to Integrating Language Arts and Social Studies in the Elementary Classroom</i> | Kathleen Tate, UWG | This session will focus on easy-to-do approaches to using creative drama (pantomime, improvisation, tableaux), photographs, and poetry to explore critical social studies issues. |
| EC 003 | <i>Project Citizen</i> | Allison Nazzal, UWG | Participants will learn about the middle and high school level civics education project. |
| EC 004 | <i>Focusing on misconceptions to bridge the gap between prior knowledge and success for your students</i> | Cindy Fielder, Independent Consultant | Bridging the gap between a student's prior knowledge and current instruction is a challenge we face daily. Join us as we examine successful strategies to engage all learners, revise student misconceptions and connect to the mathematics students need to learn! The connection to research on misconceptions and classroom practice will be examined as well as implications for instruction to provide universal access. |
| EC 005 | <i>Part 1: Examining Reconstruction from Multiple Points of View</i> | Stephanie Wright, UWG | Reconstruction, the nation's attempt to recover from the Civil War, was one of the most volatile periods in American history. Although it left many questions unanswered, it fundamentally changed the meaning of citizenship in the country. The writing of Reconstruction's history was used as a justification for segregation and disenfranchisement until well into the twentieth century. This session will introduce teachers to multiple perspectives on the period of Reconstruction. It will suggest various primary sources that they can use in the classroom as well as ideas on how to help students interpret these primary sources. It will also examine the ways in which historical writing and interpretation has shaped public policy. |
| EC 201 | <i>"You Won't Believe What the Internet Offers for Free":</i> | C. Dianne Carroll, UWG | The participants will be introduced to a large variety of internet sites which can be used in the classroom for meeting the academic needs of all students regardless of grade or skill level. |
| EC 202 | <i>Using Poetry to Inspire Students of English as a Second Language to Reach for Wider Possibilities As Writers</i> | Gretchen Bermeo, Coweta County | This session presents ways of incorporating poetry from native cultures, writing poetry in English (and L1). Through keeping poetry journals, students eventually use poetic language in prose writing. |
| EC 225 | <i>Mathematics in the World: Integrating Cultural Diversity into Your Classroom</i> | Yoyoi Kitta, Haralson County Schools | Learning mathematics doesn't have to be all numbers and formulas. Let's take some fun math trips around the world! Various ethnomathematics activities embrace cultural diversity, social studies, and interpersonal skills. |
| EC 226 | <i>Through Others' Eyes</i> | Magdalena Maury, Flat Rock Middle School, Fayette County | How do immigrant parents view the American education system? How does this perception affect their children's learning process? We will strive to see ourselves from other points of view and use that insight to better prepare our students to succeed in a multicultural environment. |

| | | | |
|--------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 227 | <i>Part 1: Integrating Using Project AIMS</i> | Deborah Bainer Jenkins, UWG | This session engages participants in activities useful in integrating health science concepts with the science and mathematics curriculum, using Project AIMS. |
| EC 229 | <i>Science Pedagogy with Student-Centered Strategies and Techniques, Part 1</i> | Gail Marshall, UWG | Presentation, demonstration, and group discussion of science pedagogy from a student-centered perspective |
| EC 243 | <i>Embrace Web-Empowered Learning Community of Mathematics Education</i> | Fenqjen Luo, Miranda Pryor, Karrie Kieser, Jennifer Harrell, Kimberly Maxwell, Candice Abney, and Kate Byers, UWG | This session will introduce how the Web collaboration site, Pbwiki, can be used to serve as a mathematical learning communities for school teachers and students. Examples of standards-based mathematics lessons posed on Pbwiki will be demonstrated. |

WEDNESDAY JUNE 4

CONCURRENT SESSION II 11.45 AM - 1.00 PM

| Room | Topic | Presenter(s) | Abstract |
|-------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 002 | <i>Art-based NASA Science Activities for the Elementary Classroom</i> | L. Octavia Tripp, Auburn University | This session will show how to use paint and other materials to understand supernovas. |
| EC 003 | <i>I Hate Economics!</i> | Cynthia Bennett, Coweta County | Teaching economic concepts in the middle and high school classroom. The presentation will include: an overview of the GPS economic strand K-12 ; an orientation to resources available for teaching those concepts; and the facilitation of one or more example lessons as time permits. |
| EC 004 | <i>Logic is Memory: Problem Solving Kit for Kids</i> | Simon Singh, UWG | Every math problem has embedded within it: what, when, and why. Overlooking any one of these is the root cause of school math failure. This presentation will discuss how to ease the “pain” of learning mathematics. |
| EC 005 | <i>Part 2: Examining Reconstruction from Multiple Points of View</i> | Stephanie Wright, UWG | Reconstruction, the nation’s attempt to recover from the Civil War, was one of the most volatile periods in American history. Although it left many questions unanswered, it fundamentally changed the meaning of citizenship in the country. The writing of Reconstruction’s history was used as a justification for segregation and disenfranchisement until well into the twentieth century. This session will introduce teachers to multiple perspectives on the period of Reconstruction. It will suggest various primary sources that they can use in the classroom as well as ideas on how to help students interpret these primary sources. It will also examine the ways in which historical writing and interpretation has shaped public policy. |
| EC 201 | <i>Differentiating Across the Content Areas: Using the ASCD Action Tools</i> | C. Dianne Carroll, UWG | This session will provide the participants with knowledge for “Designing Respectful Activities” for differentiating instruction in the content areas. Both secondary and elementary strategies/activities will be covered. |
| EC 202 | <i>Seeing Words, Speaking Images: Multimedia Explorations of Depth and Meaning</i> | Danilo Baylen, UWG | The presentation will demonstrate how interactive activities involving words and images (or objects) and use of reading and writing strategies and technology-based tools can support literacy development in three (high school) classrooms with diverse student populations based on ethnicity, socio-economic status, content areas, etc. Workshop participants will engage in small group interactive activities to plan and create mock ups of multimedia narratives on topics and/or issues relevant to the urban youth experience. In whole group format, workshop participants will watch and discuss how digital images, sounds and narratives converge to support explorations of depth and meaning as presented in print and digital artifacts produced by students. Finally, the presenter will facilitate discussion on the what, why and how tools and processes used in these classrooms promoted student learning. Implications for teaching of writing, supporting reading initiatives, and integrating technology will be addressed and questions will be entertained. |
| EC 226 | <i>Skills and Attitudes Special Education Teachers Need to Collaborate or Team with Mainstream Teachers</i> | Lakshmi Sankar, Troup County | Special education teachers who teach in a co-teaching class must possess effective skills in communication, leadership, conflict resolution, and problem solving in order to facilitate collaboration with the general education teacher. |

| | | | |
|--------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 227 | <i>Part 2: Integrating using Project AIMS</i> | Deborah Bainer Jenkins, UWG | This session engages participants in activities useful in integrating health science concepts with the science and mathematics curriculum, using Project AIMS. |
| EC 229 | <i>Science Pedagogy with Student-Centered Strategies and Techniques, Part 2</i> | Gail Marshall, UWG | Presentation, demonstration, and group discussion of science pedagogy from a student-centered perspective |
| EC 243 | <i>Embrace Web-Empowered Learning Community of Mathematics Education</i> | Fenqjen Luo, Terri Elliott, Dawn Laney, Nicole Smith-Hall, Jessica Gaspierik, Donielle Dorsey, Valarie Hibbets, and Christina Sisneros, UWG | This session will introduce how the Web collaboration site, Pbwiki, can be used to serve as a mathematical learning communities for school teachers and students. Examples of standards-based mathematics lessons posed on Pbwiki will be demonstrated. |
| EC 249 | <i>Digital Microscopes Aren't Just for Biology</i> | Linda Landers Georgia DOE | Ideas for how digital microscopes can open new "windows" in any science course |

THURSDAY JUNE 5

CONCURRENT SESSION I 10.15 - 11.30 AM

| Room | Topic | Presenter(s) | Abstract |
|-------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 002 | <i>Differentiated Math Instruction for Students with Mild Intellectual Disabilities:</i> | Eileen Cohen, Matthew Foster, Nicole Hughes, Mary Bucklen, Rose Sevcik, Robin Morris, Georgia State University | With RTI (Response to Intervention) now in place it is imperative that teachers have the knowledge for meeting the needs of students with disabilities in an inclusive classroom. The presenters will share interesting and valuable strategies that teachers take back and implement in their classrooms to meet this need. |
| EC 003 | <i>Globalization and the 7 Revolutions in World Change</i> | Aran Mackinnon, UWG | This presentation will introduce educators to the Seven Revolutions Project, the global changes we face between now and 2025, and other patterns of globalization |
| EC 004 | <i>Follow up session</i> | Emily Jenette, Georgia Teacher of the Year, 2008 | Interact one-on-one with Georgia Teacher of the Year. Have an in-depth discussion about your choice of topic. Share the passion you both have for teaching, students and education. |
| EC 005 | <i>Geographies of Poverty: Implications for Policy and Pedagogy</i> | Andy Walter, UWG | The intent of this workshop is to show that a geographical understanding of poverty can powerfully inform pedagogical approaches for teachers of poor students. Participants will engage in exercise and discussions to examine educational policies and instructional strategies in relation to the <u>geographical dimensions to poverty</u> . |
| EC 202 | <i>Vocabulary and Comprehension through Visual Arts and Creative Drama in the Elementary Classroom</i> | Kathleen Tate, UWG | This session will include easy-to-do approaches using creative expression and artwork evaluation to foster vocabulary development and comprehension. |
| EC 225 | <i>Measuring Everything in Sight</i> | Kim Kostepen, Clayton County Schools | Fun ideas and meaningful ideas for engaging young students in measuring. |
| EC 226 | <i>Fostering ELL Newcomers Success in the Classroom and School Environment</i> | Rebecca Reeves & Linda Shurley, Bibb County | This presentation will provide activities and strategies to enhance ELL students experiences and help ensure that ELL students succeed in the program through modeling, supportive handouts and visual aids. |

| | | | |
|--------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 227 | <i>Hop, Skip, and Jump into Learning: Enhancing Classroom Knowledge Through Physical Activity</i> | Claire Mowling, UWG | This presentation will focus on innovative ways of utilizing physical activity as a means of enhancing student learning in the classroom. The session will specifically address how through movement children can gain a greater understanding of language arts, math, science, and social studies concepts. |
| EC 229 | <i>Effective Response Journaling Strategies and Techniques, Part 1</i> | Robert Clemente | Presentation, demonstration, and discussion of Model 1 of Response Journaling |
| EC 243 | <i>Promethean Board Presentation</i> | Emily Springer, Dana Norton and Kaye Stevens, Ithica Elementary School | By using an ACTIVBoard, you can provide a motivating, interactive environment where students have hands on practice and personal involvement in learning. This technology also provides a variety of multimedia options, and instant student feedback through ACTIVotes. Teachers have the ability to write notes, manipulate images on the screen, log on to the internet, and show short films without ever stepping away from the board. |
| EC 249 | <i>Introduction to Communicating with the TI Navigator</i> | Ned Colley, Texas Instruments | During this extended session gain experience using the TI Navigator to communicate, assess, and provide feedback during your instruction |
| EC 251 | <i>Curriculum-based Evaluation to Assess Differentiated Instructional Needs: "We can't differentiate unless we know where to begin."</i> | Ravic Ringlaben, UWG | This session will assist the participant in acquiring and applying instructionally relevant information to learners at different levels. |

THURSDAY JUNE 5

CONCURRENT SESSION II 11.45 AM - 1.00 PM

| Room | Topic | Presenter(s) | Abstract |
|-------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 003 | <i>Political Propaganda and Poor Readers</i> | Michael Crafton, UWG | Participants will view authentic documents and artifacts and explore ways to help struggling readers write about experiences |
| EC 005 | <i>Geographies of Poverty: Implications for Policy and Pedagogy</i> | Andy Walter, UWG | The intent of this workshop is to show that a geographical understanding of poverty can powerfully inform pedagogical approaches for teachers of poor students. Participants will engage in exercise and discussions to examine educational policies and instructional strategies in relation to the <u>geographical dimensions to poverty</u> . |
| EC 202 | <i>Vocabulary and Comprehension through Visual Arts and Creative Drama in the Elementary Classroom</i> | Kathleen Tate, UWG | This session will include easy-to-do approaches using creative expression and artwork evaluation to foster vocabulary development and comprehension. |
| EC 225 | <i>“Geometry” is a verb: Ideas for infusing your geometry instruction with more student activates</i> | Tad Watanabe, Kennesaw State University | The Georgia Performance Standards emphasizes mathematics instruction in which students are actively engaged in learning tasks. In this session, we will explore a variety of activities through which elementary school students might develop geometry ideas discussed in the GPS. |
| EC 226 | <i>Calling All Padres!</i> | Magdalena Maury, Flat Rock Middle School, Fayette County | Discuss, share and create concrete ideas to help students and their parents, of all backgrounds, succeed in the educational process in America. |
| EC 227 | <i>Promoting Physical Activity with “Energizers”</i> | Brent Heidorn, UWG | This session will discuss specific methods and strategies for promoting physical activity among children, and will provide participants with useful information to begin integrating more physical activity in their classrooms. |
| EC 229 | <i>Effective Response Journaling Strategies and Techniques, Part 2</i> | Robert Clemente | Presentation, demonstration, and discussion of Model 1 of Response Journaling |
| EC 243 | <i>Methodologies and Time Management in the Foreign Language Classroom</i> | Teresa Orr, UWG | This session will focus on some foreign language teaching methodologies in the language classroom. It will also present some time management strategies for either a 50-minute or 90-minute block schedule. This session is useful for the novice ESOL or foreign language teacher. |
| EC 249 | <i>Introduction to Communicating with the TI Navigator</i> | Ned Colley, Texas Instruments | During this extended session gain experience using the TI Navigator to communicate, assess, and provide feedback during your instruction |

FRIDAY JUNE 6

CONCURRENT SESSION I 10.15 - 11.30 AM

| Room | Topic | Presenter(s) | Abstract |
|-------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 002 | <i>Differentiated Instruction for Early Entrance to College: Let's not leave out the gifted and talented student!</i> | Christina Yim, University of Georgia | This session can be a valuable source of information for high school and even some middle school teachers who have experienced students who show a great deal of academic promise but may appear bored and unchallenged in their present learning environment. |
| EC 003 | <i>Technology in Social Studies</i> | Danilo Baylen, UWG | Participants will explore various technologies and learn how to use them effectively in the classroom. |
| EC 004 | <i>Follow up session</i> | Tobin Hart, UWG | Time to relax in a one-on-one session and have a deep discussion about ideas that were presented at the plenary. |
| EC 005 | <i>"To Teach Me Is To Know Me": Culturally Relevant Literacy Instruction for Secondary Diverse Learners</i> | Monika Shealey, Florida International University | This presentation will describe a successful culturally relevant literacy program for secondary learners implemented in an urban school. Participants included students with and without disabilities in grades 6-8. The presenter will provide an overview of the program, description of program activities, data collection efforts, findings, and lessons learned. |
| EC 202 | <i>Alliance for Children of Trauma</i> | Barbara Braun, LCSW, Tanner | Presentation will share preliminary findings of a study being conducted at Tanner. These findings will show correlations between types of trauma and student functioning, reading achievement, mathematics achievement, mental health, spirituality, and physical health. |
| EC 225 | <i>Using TI Calculators with the GPS in Middle Grades</i> | Ned Colley, Texas Instruments | The workshops will show you how to use the calculator to explore, to consider mathematics that you have not taught before, and ask calculator-enabling questions that reveal an understanding of mathematics, not button pushing. |
| EC 226 | <i>Teaching Content Concepts through Sheltered Instruction Strategies</i> | Mae Lombos Wlazlinski, Title III, GA DoE | ESOL and content teachers must teach to expand their students' language and content competencies. The presenter demonstrates sheltered instruction strategies to integrate language and content concepts development. |
| EC 227 | <i>Part 1: Brain Gym: "Movement is the door to learning"</i> | Amy Arrendell, Brain Gym International, | This presentation will show teachers how to use simple, fun brain-based movement activities to reduce stress, integrate brain and body, and build self awareness. The result is enhanced self responsibility, team work and test scores. <i>** Provided by the generous support of the Ann O. Wilson Fund through UWG Department of Psychology.</i> |
| EC 229 | <i>Effective Response Journaling Strategies and Techniques, Part 3</i> | Robert Clemente | Presentation, demonstration, and discussion of Model 3 of Response Journaling |
| EC 243 | <i>Mimio Interactive Technology</i> | Jessica M. Sanchez, Mimio | The presenter will demonstrate how the Mimio interactive whiteboard technology can improve the scope of a classroom and retention of content. The presenter will provide lesson plans on elementary, middle, and high school levels to show the convenience and benefit of technology in the classroom. |
| EC 249 | <i>Creative Use of the Interactive Whiteboards in K-5</i> | Charles Elliott, Logical Choice | Ways to use this technology to engage students in scientific investigations and reporting |

FRIDAY JUNE 6

CONCURRENT SESSION II 11.45 AM - 1.00 PM

| Room | Topic | Presenter(s) | Abstract |
|-------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EC 002 | <i>Math, Science and the Internet:</i> | C. Dianne Carroll UWG, | This presentation will review multiple websites for teaching math and science to a diverse student population, whether it is the elementary, middle school or high school student. A current resource list will be provided to all participants. |
| EC 003 | <i>I Hate Economics!</i> | Cynthia Bennett, Coweta County | Teaching economic concepts in the middle and high school classroom. The presentation will include: an overview of the GPS economic strand K-12 ; an orientation to resources available for teaching those concepts; and the facilitation of one or more example lessons as time permits. |
| EC 005 | <i>“To Teach Me Is To Know Me”: Culturally Relevant Literacy Instruction for Secondary Diverse Learners</i> | Monika Shealey, Florida International University | This presentation will describe a successful culturally relevant literacy program for secondary learners implemented in an urban school. |
| EC 202 | <i>'Y' Partner in Education?</i> | Barbara A. Carpenter Gainesville State College | The challenges and possibilities will be explored for developing partnerships between area colleges and their communities to enhance children’s learning. Participants will be involved and handouts will be provided. This presenter will share how she developed a partnership between the community, college, and schools to enhance the learning for children and support the field experience of education students at Gainesville State College. The children from a largely Hispanic background were the recipients of this partnership and the education students from the Gainesville State College grew in their experiences in providing quality instruction in reading, language arts, and the creative arts to enhance literacy skills in the children. Participants will be given the opportunity to explore similar possibilities in their own communities. |
| EC 226 | <i>ELL Teaching Strategies</i> | Dana Dobbs, White Oak E. S. | This session will focus on how classroom teachers differentiate for ELL students without ESOL teachers present. The following themes will be discussed: ESOL teacher role in collaborative settings; hierarchy of ELL student language acquisition; and differentiated instructional methods. |
| EC 227 | <i>Part 2: Brain Gym: “Movement is the door to learning”</i> | Amy Arrendell, Brain Gym International, | This presentation will show teachers how to use simple, fun bring brain-based movement activities to reduce stress, integrate brain and body, and build self awareness. The result is enhanced self responsibility, team work and test scores. ** Provided by the generous support of the Ann O. Wilson Fund through UWG Department of Psychology. |
| EC 243 | <i>Enhancing Hands-On Activities in Mathematical Teaching and Learning</i> | Fenqjen Luo, UWG | This workshop will discuss methods and strategies for enhancing hands-on mathematical activities. Free samples of ETA /Cuisenaire and virtual hands-on manipulatives will be distributed to workshop participants. |
| EC 249 | <i>Creative Use of the Interactive Whiteboards in 6-12</i> | Charles Elliott, Logical Choice | Ways to use this technology to engage students in scientific investigations and reporting |