



January 2007
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2007 COACH TALK

District 1 ... where students come first!

District
ONE
LAUSD

Jean Brown
Superintendent
Annette Star
Literacy Coordinator

Chase Elementary



It has become a tradition at Chase ES to present a hands-on experience with traditional and modern medicine for our 4th grade classes, as their unit opener for Mystery to Medicine. We present this the first day back from our winter break. Mrs. Villafana, our principal, and her daughter Rebecca both have experience with home remedies, aromatherapy, and healing herbs; I come from a medical background. We facilitate the event. We present with four stations for them: #1 benefits and uses of lavender and herbs; #2 benefits and uses of mint, cinnamon, and teas; #3 aromatherapy (students smell cotton balls with different oils); and #4 students explore my father's doctor bag and medical instruments. We also present a short Power Point that includes vocabulary and pictures. One class at a time comes into the auditorium and moves through the stations. Every student leaves with a goody-bag that includes samples of traditional and modern medicine. This unit opener has never failed to motivate and insure meaningful discussions with our students. Our fourth grade teachers are also inspired and grateful.



Contributed by
Patricia Beaupre
Literacy Coach



Dates to Remember

New Coach Academy

Wednesday, Jan. 24
Devonshire Site, Rm. 2
1:00 – 3:30 p.m.

Friday, February 9
District 1, Conf. K
1:00 – 3:30 p.m.

Reading First

Thursday, Jan. 25
Principal/Coach Summit
Long Beach Conv. Center

Coach Meeting

Thursday, February 15
Devonshire Site
8 am – 3:30 pm

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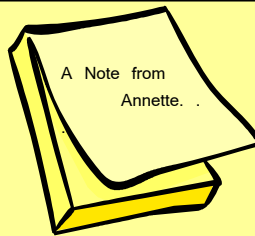
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Happy New Year!

The beginning of a new year is traditionally the time for setting new goals – both in our personal lives and in our professional lives. Now is a good time to look back at the goals that you set for yourself at the beginning of the school year. Were your goals reasonable and achievable? Were they too low? Were they too high? Did they help to focus and guide you?

In a recent bulletin from the District Reading Programs, Carol Fujita, our new Director framed our context for this year as “**skillful teaching and skillful coaching.**” She went on to elaborate that this means high quality instruction in the classroom and in professional development. As I tried to fully understand this charge, I began to *ask questions* and try to *make connections* to the instruction that I have recently observed in classrooms and the presentations I have recently seen during Stull Observations. Was I seeing skillful teaching and coaching? Am I able to *visualize* what it would look like? Were the interactions between the teacher and the students creating critical thinkers?

As you consider the rest of this year, ask yourself if you are seeing skillful teaching and if you are skillfully coaching. There will be days when we have to push ourselves and our staff a bit harder. But our students deserve no less.



Welcome to the Family...

- ❖ Sima Navid, Literacy Coach at Limerick/Van Gogh ES, is coming from Topeka ES.
- ❖ Orly Aviv, Literacy Coach at Canoga Park ES (as of 1/22), is coming from Gault



REVISITING

LESSON STUDY...

Last year, District 1 made a commitment to offer 3-day Lesson Studies to several non-Reading First schools. The results were positive, and coaches began thinking creatively about how to bring Lesson Study to the rest of their staff. Below, three coaches describe how they had to think outside the box...

I was fortunate to participate in lesson study with Helen Kim last spring. We chose the second grade team, four teachers, and focused on blending. Lesson Study was an excellent experience for me as well as the teachers. It has inspired me to commit to changing the climate of planning at our school. I have made it my passion to empower all of the teachers to make the shift from planning page numbers to cognitive planning. In addition, I have taken the Lesson Study Model and have modified it to fit into a one-hour grade level meeting. The teachers have responded very positively and look forward to learning by observing and debriefing about my planning and teaching practices. The next step, which I am hoping happens this spring, is to have the teachers begin teaching for each other. After every Mini Lesson-Study, I make it a point to have each teacher commit to at least one "new practice" she/he will try. I also make sure to schedule follow-up observations and demos to support the teachers with improving their teaching practices.

-Jodi Harrison
Stagg ES

Last year 2nd grade teachers at Nestle Ave. ES got involved in a Lesson Study. This experience was shared with other teachers and some became interested in a lesson study of their own. Without RF funding for subs, I planned to use the Buy Back days to introduce portions of the Day One agenda of a three day lesson study. I had to be creative with grade level meetings and Tuesday Banked Time to plan our first lesson study with our five 3rd grade teachers. Even our principal, assistant principal, resource teacher, and our math coach/bilingual coordinator agreed to cover classes during demo lessons. Planning was a challenge, but the result was a great learning experience for our teachers. Our focus was blending/word knowledge, specifically blending techniques, cognitive planning (being mindful of language learners, gifted and struggling readers), and the progression from blending to word knowledge. Working with Helen and getting feedback from her regarding my planning, presentation, and responding to teachers was a valuable learning experience for me as coach.

-Farideh Khankanian
Nestle ES

Haskell ES was very fortunate last year to have received a three day Lesson Study. After great success in 1st grade last year, our school was inspired to bring Lesson Study to other grade levels. But how do you do a Lesson Study without funding for substitutes? We are using all the resources we have to make this happen. At our first Buy back day of the year, we presented as much of Day One as we could to the whole group. Now they are ready to get to work in their own grade levels. We are planning to use part of our Banked Time Tuesday to meet as a grade level. Then we have grade level meetings the following day on Wednesdays for 50 minutes. We will extend that time to 1½ hours by putting the students (except for one class which will receive the instruction) in the auditorium with a theme-related video. This will give us time to debrief and plan. This process should take about 2 ½ weeks. I am really looking forward to sharing Lesson Study with as many grade levels as possible this year.

-Stacy Lieberman
Haskell ES

EXPERT ADVICE

A cognitive coach spends their time improving and honing their knowledge and skills. The role of an effective coach is to use the skills to help add clarity to the reflections to the person being coached. Some skills to be used are, pausing, probing, inquiring, paraphrasing and listening with empathy.

Pausing takes practice and control. It is the time that we need to stop, be silent, and listen, giving the teacher time to think. As the coach listens to the teacher they begin to probe by picking up on specific comments or categories to guide deeper conversations. As conversations continue the coach applies inquiry, open ended questions to support thinking and encourage other perspectives of viewing the situation. For example: *When you have felt like this before, what was helpful to you?* Paraphrasing is a skill that requires excellent listening capabilities. The coach needs to internalize what is heard and in turn summarizes the words or ideas of the teacher. Finally, a coach listens with empathy and tries to name the various levels of emotions that a teacher is moving through during reflection.

Coaching is an invitation, not an evaluations or judgment of performance.

-from your Experts,
Aviva, Cecilia, Gayle, Josie & Marci

Tobie's Tips

Happy 2007! Hoping that you enjoyed wonderful holiday celebrations, and had some time to recapture your boundless energy during your winter break.

As you return to your school sites and begin planning with teachers you might want to bring to their attention that the Unit 3 writing prompt is **doubly** important. Not only is it used for monitoring student writing in OCR, but also as the Periodic Writing Assessment which is a performance-based task developed by LAUSD. It is designed to provide a consistent measure of achievement of the state standards for grades 2-6 in language arts and to provide teachers a systematic process for scoring student work and planning appropriate instruction. This is the perfect time to present a writing PD focusing not only on the writing process but also the elements of the genre, the purpose of writing seminar, the importance of sentence lifting, and the necessity of teaching the literary elements and grammar, usage and mechanics which are often overlooked. Teachers need to preview the writing prompt/rubric and plan, making sure to teach the elements of writing students are expected to produce. Schema needs to be developed throughout the unit by reading the selections, continuously adding depth to Concept Question Board, by making theme connections and developing inquires, participating in whole/small group discussions and completing inquiry/research and exploration activities.



Tobie Snitser
Literacy Advisor

Happy Birthday

6th Lisa Humphrey
10th Lisa Elan
14th Alice Wang
27th Dayna Leo

