



March 2007
Volume 4, Issue 7

COACH TALK

District 1 ... where students come first!



District
ONE
LAUSD

Chatsworth Park ES

On February 21, 2007, the third grade students at Chatsworth ES started their unit on Storytelling in a circle with Bobbie Layton, Literacy Coach calling in the four directions and telling a story of how the Chumash Indians and dolphins came into being! Then each class rotated to other teachers where they created Petroglyphs, brought in hats to share memories, and listened to "Coyote: Trickster Tales from the American Southwest." Students thoroughly enjoyed the experience and were motivated to dig in and explore the Storytelling Unit!

Jean Brown
Superintendent
Annette Star
Literacy Coordinator



Contributed by
Bobbie Layton,
Literacy Coach



Sunny Brae ES

On February 23, 2007, the students in Miss Bentson's, Mrs. Hernandez's, and Mr. Reyes' 5th grade classes, at Sunny Brae, celebrated the end of the Heritage Unit. Parents and teachers were invited to share in the students' learning with a presentation of cultural dances from across many regions and a buffet of worldly foods.

A fifth grade student stood at the front of the large audience and waited quietly for them to settle down. She demonstrated a high level of presence. She began the celebration with the following words:

Welcome parents, family, and friends to our Heritage unit closer. For the past 8 weeks the 5th grade has been studying about various traditions and cultural beliefs. In the process we not only discovered a lot about ourselves but also about the cultures of others. The dances we are going to perform are representative of cultures around the world. Thank you and enjoy!

Each dance was introduced with information on how it represented the culture from which it originated.

It is not often that teachers take the time to celebrate student learning. This celebration demonstrated the level of collaborative and cognitive planning that went on throughout the unit.



Contributed by
Marci Edge, Reading First
Content Expert and
Meryl Kaufman, Literacy Coach



Dates to Remember

New Coach Academy

Thursday, April 12
District 1, Conf. K
1:00 – 3:30 p.m.

Wednesday, April 25
Devonshire Site, Room 5
1:00 – 3:30 p.m.

Reading First Action

Seminar

Thursday, April 26
Parthenia ES, Auditorium
4:00 – 7:30 p.m.

Principal/Coach Meeting

Thursday, April 19
Airtel Plaza
8:00 - Noon

Coach Meeting

Thursday, April 10

**Wishing you
the best on
your special
day!**

3/3 Fern Capeloto
3/3 Cindy Fagin
3/18 Kathy Schultz
3/20 Cathy Altuvilla
3/26 Jerry Song
3/30 Aviva Freeman



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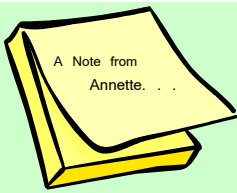
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The Expert Advice column this month is filled with useful suggestions for planning and delivering professional development at your schools. In addition, each coach will be receiving a copy of Garmston's book, *The Presenter's Fieldbook: A Practical Guide* at the March Coach Meeting.

While coaches are regularly asked to prepare presentations for Tuesday Banked Time, I want to emphasize that any professional development that stands a chance of being effective needs to be comprehensive and include structured follow-up through grade level meetings and in-classroom support. The old "spray and pray" or "flavor of the month" presentations, no matter how well planned and delivered, are unlikely to bring about schoolwide, lasting change. Think about these questions as you are planning professional development for your teachers: *Is it relevant to your site? Does it have high impact? Can follow-up be implemented and supported?*

A good way to think about any presentations that you do at your school is to **PRESENT, then . . . GET ON THE COURT!**

Michael Fullan, in his book *Change Forces* (2003) puts it this way, "The purpose of staff development is not to implement isolated instructional innovation; its central purpose is to build a strong collaborative work culture that will develop the long-range capacity for change."

We all work hard, but how do we know that we are providing **effective** professional development. At the most recent *Reading First* Coordinator Meeting, we were asked to think about the professional development that we do and the evidence we have that it is effective. The following three questions were shared:

**Did it change the talk?
Did it change the behaviors?
Did it change the results?**

Tobie's Tips:

Procedures for Reordering Textbook Materials

Principals and Coaches share the responsibility for ordering OCR textbook materials for coming school year. The District 1 Road-Show is scheduled for April 13th – 18th.



First Inventory

It is recommended that you begin by taking inventory of what is on hand. Check the bookroom(s) first. Make a list of everything you have by grade level, program, and title. You might also want to slip a note into the teachers' boxes asking them to bring extra student and teacher materials to your office. Some may have changed grade levels and could have materials tucked away in the back of their cupboards. Some schools have changed from using the 2000 program to 2002 program which means there's a lot of OCR that could be used by others.

Survey

Survey all teachers for lost or damaged materials, and meet with your principal to get the projected enrollment for next year. Be sure to include special education classes. Remind teachers that this is not a "wish list" and that you will only be ordering those replacements which are part of the CORE program. Other material must be purchased with school funds.

Complete the Order Forms

Use your inventory, teacher surveys and projected enrollment to determine the number of consumables you will need to order for each grade level. Because this isn't an exact science; and we can't predict with accuracy the exact number of students who will show up next year, you might want to add an additional 5-10% depending on the transiency rate at your school.

To Download Textbook Order Forms Follow the Steps Below:

- <http://textbookservices.lausd.net>
- On the left click on "Order Forms" K-8
- On this screen, also on the left, click on "Reading/Lang. Arts"
- Scroll down to either or both
 - SRA Open Court 2002
 - Open Court 2000, Reorder; Consumables, Grade K-6*
 - Open Court 2000 Re-order, All Items Grades K-6**

Order Forms

- Ordering procedures and forms will be coming shortly from Local District 1

* If you only need to order Consumables

** If you need to order any teacher materials

If you have additional questions please call Tobie at (818) 654-3648.

- Tobie Snitser, Literacy Advisor

For Your Information

The following deadlines have been set by Sacramento for orders and deliveries of next year's 6 week assessments. Please take note:

- 2007 End-Of-Year Assessments will be shipped starting the second week of March
- April 6, 2007, for orders of the 6-8 Week Skills Assessments to be delivered to schools between the mid June and end of July
- July 27, 2007 for additional orders of materials to be delivered by September
- September 28, 2007, for additional orders to be delivered by the end of October

News, News, News...

Alice Wang, Winnetka ES, has started her maternity leave to await the arrival of her triplets. We wish her the best.



Marcia Tinoco, is the new Literacy Coach at Bertrand ES. She was the GATE Coordinator and Kindergarten teacher at Bertrand. Welcome!



The need for and frequency of Professional Development, AKA PD, is growing rapidly, and you (our FEARLESS coaches) are taking the lead as skilled presenters and facilitators. Cognitive planning for a presentation which is designed to '*professionally develop the professional*' takes a lot of time, and PDs are not the only practice-changing demands of your time. We know and empathize with the fact that you've been challenged to learn the art of balancing time. In our attempts to advise you on how to master (and on some occasions survive) your artful balancing without losing your impact, focus, and mind we'd like to remind you of a few key things to remember when trying to *professionally develop the professionals* at your site.

1. **Plan to be the offstage director not the 'sage on stage'.** Having a captive audience and becoming the disseminator of information does not have positive long-lasting effects on people or their instructional practice. Remember that the one who does all the talking does the most learning. So while you are planning, be strategic about how much *thinking and talking* your teachers will need and have in order for them to indeed learn.
2. **Keep it clear and simple.** Although you spend countless hours studying and mastering your craft, your audience will not want to be overloaded with a ton of *your* knowledge. You want to help them build *their own* schema, so think of simple and clear examples, along with 'down to earth' connections. Remember to save a tree whenever possible. Packets not thoroughly used and found resourceful by teachers become the *rainy day drawing paper*.
3. **PowerPoint should support, not suppress, interaction.** In other words, your job is to teach and direct the symphony, the teachers process the melodious information, and the PowerPoint signifies the tune changes. All should work together to make wonderful music!
4. **Use the majority of your prep time for content, not intricate PowerPoint slide designs.** Remember your planning should always be cognitive. Study your content fully and think thoroughly through what your follow-up to the PD will look like (dates, times, people involved, etc.) Do the exact same activities that you will ask of the teachers. Look for possible misunderstanding, misconceptions, and missile targets (places where the negative one will fire), and practice how you will professionally respond. Know which types of conversations you are expecting and what discussion moves you will need to keep the learning train running. Create slides *after* your cognitive planning is complete. Creating a few slides should not be tedious and/or time monopolizing.
5. **Always use models of excellence.** Know the pedagogy and the key moves necessary to teach your content. Pedagogy doesn't just happen when a teacher is in front of children. Professionals working with other professionals use pedagogy as well. Don't forget about transitions and clear communication to your passengers as to *how* they will transition, *where* they've been within the presentation, *what* they are doing now, *where* they are headed, and *why* their continued work is necessary.

For more information about presenting, read Robert Garmston's book *The Presenter's Fieldbook: A Practical Guide*. With that, we want to thank you for being the *professional development* experts at your site and leave you with this parting quote.

*Your talk talks,
And your walk talks,
But your walk talks
More than your talk talks.
(Anonymous)*

-Your Experts,
Aviva, Cecilia, Gayle, Josie and Marci