



May 2007  
Volume 5, Issue 9

# COACH TALK

District 1 ... where students come first!



District  
**ONE**  
LAUSD

Jean Brown  
Superintendent  
Annette Star  
Literacy Coordinator

## Local District 1 Rolls Out CRRE

Teachers across the district are singing, rapping, and performing their way through the CRRE Modules as they increase their awareness of how to build on students' life experiences and respond to diverse needs. Teachers are learning how culturally relevant instruction supports student engagement and to view the differences in learning styles as opportunities for SEL students to expand their repertoire of behaviors and skills leading to enhanced achievement.

L- Hamlin teachers jumped into the Inquiry Journals and Concept Question Board with Module 1 of CRRE. They displayed their new learning through skits, mime and creation of tree maps.



L-Teachers at Rosa Parks ES are all smiles as they participate in CRRE Professional Development.



## Dates to Remember

### New Coach Academy

Wednesday, May 23  
Devonshire Site, Room 5  
1:00 – 3:30 p.m.

Thursday, June 7  
District 1, Conf. K  
1:00 – 3:30 p.m.

### Reading First Action Seminar

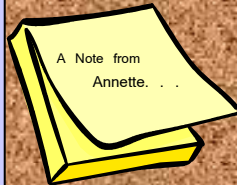
Thursday, May 24  
Parthenia ES,  
Auditorium  
4:00 – 7:30 p.m.

### Principal/Coach Meeting

Wednesday, May 30  
Airtel Plaza  
8:00 am – 12:00 pm

### Coach Meeting

Wednesday, May 30  
Airtel Plaza  
1:00 – 3:30 pm



As the school year begins to wind down, it's time once again to reflect on the support that you have provided to your teachers and administrators in implementing the **core** District Reading Program at your school.

Are you spending most of your day in your role as a **coach, facilitator or presenter**?

**As a Coach:** Are you providing in-classroom follow-up of professional development to refine teacher practice during the core Language Arts block through demonstration lessons, team teaching, focused observations, pre-post conferences and reflective conversations with on-going constructive feedback?

**As a Facilitator:** Are you guiding the work of teachers through grade level meetings, lesson studies, data analysis, unit planning, analyzing student work and developing action plans?

**As a Presenter:** Are you delivering new professional development to large and small groups of teachers to extend and enrich literacy knowledge and skills?

Are all other assigned responsibilities being performed **outside** the core Language Arts block – data entry and analysis, planning and preparing professional development, material management, calendars, meeting with administrators/instructional teams, and studying content and research?

Have you been able to prioritize your day so that it is in line with the District Reading Program's coaching expectations and LAUSD charge?

As we begin planning for next year, we all need to think about that continuous improvement cycle. The number one priority for all of us at the District 1 Elementary Literacy Office is to support your efforts at the school site. Please let us know what we can do to help you in your work.

**Above-** Module 1 resulted in Cantara teachers creating a Diamente poem.

**How to Contact Us**  
Fax: (818) 344-2417

**Annette Star**  
654-3664  
[annette.star@lausd.net](mailto:annette.star@lausd.net)

**Tobie Snitser**  
654-3648  
[tobie.snitser@lausd.net](mailto:tobie.snitser@lausd.net)

**Rosa Gonzales-Acosta**  
654-3697  
[rosa.gonzales@lausd.net](mailto:rosa.gonzales@lausd.net)

**Marci Edge**  
654-3662  
[marci.edge@lausd.net](mailto:marci.edge@lausd.net)

**Aviva Freeman**  
654-3661  
[aviva.freeman@lausd.net](mailto:aviva.freeman@lausd.net)

**Helen Kim**  
654-3697  
[helen.h.kim@lausd.net](mailto:helen.h.kim@lausd.net)

**Cecilia Martinez**  
654-3660  
[cecilia.martinez@lausd.net](mailto:cecilia.martinez@lausd.net)

**Josie Stevens**  
654-3662  
[josephine.stevens@lausd.net](mailto:josephine.stevens@lausd.net)

**Gayle Wolf**  
654-3697  
[gayle.wolf@lausd.net](mailto:gayle.wolf@lausd.net)

**Monica Parga**  
654-3654  
[monica.parga@lausd.net](mailto:monica.parga@lausd.net)

## Tobie's Tips

### What's Next?

There always seems to be one more thing to attend to, another question to answer, a request to fill, a demand to complete or a task to perform. The good news is that it's May, and there are only a few things left to tie up before the end of the year. So here we go.....

### All Coaches:

1. Please inventory your 2007-2008 textbook materials, making sure that there are no discrepancies between what you ordered and what was received. You will need to open and count the items in each of the boxes sent to your school. Completing the task and tracking the errors now, will help to eliminate possible chaos and confusion in August.
2. Keep a copy of the purchase order for your files.
3. Remember, the EOY (End of Year) fluency passages replace those in Unit 5/Week 36 or Unit 10. Student scores are to be entered in two places; once in the fluency assessment column (either Unit 5/week 36 or Unit 10) and again in the EOY fluency section on the SOAR program. All students must take the EOY fluency at grade level.
4. Finally, please fax (344-2417) or mail me, by Wednesday, May 23<sup>rd</sup>, a copy of those teachers who were certified for Passport at your school site.

### Reading First Coaches:

1. In addition please make sure that your principal, all teachers, as well as yourself, have completed the Reading First Survey, with the exception of Track C (Concept 6) and Track D (90/30) teachers. The website is <https://www.eddataonline.com/rfsurvey/> and will be open from May 8<sup>th</sup> to June 28<sup>th</sup>.
2. Lastly, the RF Action plans are due to Local District 1 by June 20<sup>th</sup>.

Ok. Now ask me how guilty I feel writing you yet another list of items to attend to?



Tobie Snitser,  
Literacy Advisor



## EXPERT ADVICE

CRRE/CSR/AEMP: What Do The Letters Represent?



We have so many acronyms don't we? I recall a professor at California State University, Northridge, (CSUN) instructing us to not use so many in our correspondence. We students actually would have points deducted if we used them at all in our assignments! We were expected to spell everything out when writing. I think of this professor and his lecture every time I use an acronym in my conversations. So please allow me to spell out and explain what CRRE, CSR, and AEMP represent.

CRRE stands for **Culturally Relevant and Responsive Education**, which is defined as "adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them."

CSR stands for Class Size Reduction. According to Ed Code Section 52127(a)... school districts shall have a staff development that provides "the appropriate training necessary to maximize the education advantages of smaller classes. This training shall include, but not be limited to methods for providing each of the following:

- Individual instruction
- Effective teaching, including classroom management, in smaller classes
- Identifying and responding to pupil needs
- Opportunities to build on individual strengths of pupils

AEMP stands for Academic English Mastery Program. This program is part of the LAUSD Instructional Support Services Division and its focus is to close the achievement gap. AEMP Instructional Strategies facilitate language, literacy, and learning in Standard English Learners.

CSR/CRRE modules are designed to begin (in some cases, and continue, in others) the process of developing a knowledge base among classroom teachers, which will help to support all students. \*

\*AEMP classroom teachers receive CRRE PD on a regular basis at their school sites.

### RF Survey

Log in from May 8-June 28  
[www.eddataonline.com/rfsurvey/](http://www.eddataonline.com/rfsurvey/)

### RF Action Plan Due June 20

[www.calread.net/lea\\_sessions/](http://www.calread.net/lea_sessions/)  
Click: 2006-07 Internal & External Evaluation Information

Then click the bullets written below  
LEA Instructions: 2007 School Level Implementation Survey and 2007 School-Level Action Plans

Your Experts,

-Aviva, Cecilia, Gayle, Josie and Marci

### Coaches Wanted:

An informative meeting will be held on May 25, at Local District 1 from 3:30 to 4:30 pm in Conference Room K. Please RSVP with Monica Parga, (818) 654-3654.

## Happy Birthday

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- |      |                           |
|------|---------------------------|
| 5/4  | Terri Kuhlman             |
| 5/8  | Jennifer Moles            |
| 5/9  | Cynthia Dominguez         |
| 5/11 | Gayle Wolf                |
| 5/18 | Julie Krofta              |
| 5/19 | Yvonne Holmes             |
| 5/20 | Adrienne Asarch-Aronowitz |
| 5/21 | Leslee Hazan              |
| 5/24 | Susan Taguchi             |