



September 2007

Volume 6, Issue 3

# COACH TALK

District 1 ... where students come first!



District  
**ONE**  
LAUSD

Jean Brown  
Superintendent  
Annette Star  
Literacy Coordinator

## What's happening at...Fullbright ES?

### In First Grade It is "All About Me"

Seminar began in earnest at the beginning of the year at Fullbright EL with students being able to practice their developing literacy roles. As an author and a speaker, the students were able to demonstrate a command of standard English that guided the listener to understanding the contents of his writing. As a member of the audience, students listened attentively and evaluated the author's work by posing questions. Through implementation of the Unit 1 writing in OCR, the All About Me books allow first graders to demonstrate their composition skills. These writers described and explained familiar objects and events in their lives. They understood the idea of writing about what they know best – themselves.



Submitted by Stephanie Hunter  
Literacy Coach

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### Dates to Remember

#### Coach Meeting

Thursday, October 11

Devonshire Site

8:00 – 3:30

#### New Coach Academy

(for 1<sup>st</sup> year coaches only)

Friday, September 28-Room 4

Thursday, October 4-Room 6

Devonshire Site

1:00 – 3:30 p.m.

#### Content-Focused Coaching

(for 2<sup>nd</sup> year coaches only)

Thursday, October 18

12:00 – 3:30 p.m.

Monday, October 22

All Day

#### Reading First Coach Institute

(for Reading First Coaches Only)

Monday, September 24

Downtown Marriott

8:00 – 3:30 p.m.

#### District Reading Action

##### Seminar (DRAS)

(for Reading First Principals/Assistant Principals Only)

Thursday, September 27

St. Michael's Community Center

1:30 – 5:00 p.m.

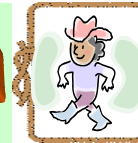
#### Principal/Coach Seminar

Wednesday, October 24

Airtel Plaza Hotel

8:00 – 12:00 noon

## Rosa's Round-up



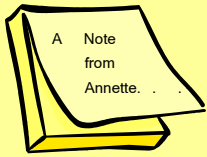
Welcome back everyone! Judging by the amount of materials and emails that have been traveling across Local District 1 in the past few weeks I know you all hit the ground running. Thank you for sharing the resources at your school with those in need. At this point of the adoption cycle, it makes sense to be prudent and make use of all materials that may be on the shelf. As you are aware, we will be using OCR this year and next, before facing a new adoption. Thank you for getting into those book bins and getting material into teachers' and, more importantly, students' hands. We don't want to end the OCR cycle with book bins filled.

So now that we have materials and assessments in place, our next challenge is ensuring SOAR is working for all our teachers and students. Please begin enrolling students by clicking on the name of each teacher and changing the program and grade level accordingly. Make sure all of your teachers are enrolled in SIS and have activated their email account to avoid the "WHOOPS" factor that may occur. Happy clicking!

### ELD Update...

Judy Skinder, Coach Buy Back Day presenter of the ELD Practicum information, has responded to the 3 most common questions asked by our coaches following the presentation. (1) In regards to amount of work samples going into the portfolio, she refers to REF-835 and notes there isn't any required amount of student work. Teachers must use publisher's assessment, the Student Progress Form (SPF) and include other student work samples as evidence of the standards taught and assessed, which were not covered by the SPF. (2) The thematic alignment of OCR/IE! is now available electronically. (3) Although coaches will not be attending first grade practicum training, presentation dates are available in our office.

**Rosa Acosta, Literacy Advisor**



*No Child Left Behind  
Failure is Not an Option  
Reading by Nine  
Whatever It Takes*



*Closing or Eliminating the Achievement Gap*

All of these statements probably sound familiar to you. But whether it is one of the above calls-to-action, or a similar message, now is the time for action. The new school year brings with it hope and the opportunity to revisit our goals, attitudes and expectations. Do we hold high expectations for our students? Do we hold high expectations for our teachers? Do we hold high expectations for ourselves?

The urgency is there. On the 2007 English Language Arts CST, approximately half of our students in grades 2 through 5 in District 1 scored advanced or proficient (54% in second grade, 39% in third grade, 53% in fourth grade and 46% in fifth grade). Conversely, approximately half of our students scored basic or below. We've been at this work for the last six or seven years, and we have been seeing improvement each year. But as we begin this year, the message is clear: We need to teach our children until they get it. And there is no better time than the present!

At a recent Coach Coordinator meeting, I was reminded of the saying that there are three kinds of people in the world. There are those who make things happen, those that let things happen, and those who one day find themselves saying, "What the \*&^%#@ happened?"

Let's all aim to make things happen for all of our children this school year. Thank you for all that you do.

Annette Star,  
Literacy Coordinator

## Let's Celebrate

### Congratulations...

...to Sheryl Lee, Dearborn ES, on being selected as a participant in the LEAD program.

...to Rachele Hubert and Cynthia Hernandez on their recent nuptials

...to Tina Hernandez, Adriana Rubalcava and Marcia Tinoco on earning their Masters Degree from CSUN for Educational Leadership and Policy Studies

### Welcome ...

... to Kim McLean, new Literacy Coach at Calahan ES, formerly a teacher at Serrania ES

### HAPPY BIRTHDAY

9/2 Connie Cross and Diana Nason

9/5 Marie Reilly

9/7 Jennifer Hall

9/9 Patsy Storch

9/15 Bobbie Layton

9/18 Laurie Morrison

9/21 Stacy Lieberman

9/24 Patty Kort

9/25 Jeny Vasquez

9/29 Carolee Pursell

9/30 Arlene Cowen

## EXPERT ADVICE: CHANGE AND EMPATHY

*It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.*

-CHARLES DARWIN

We are in a time of continuous efforts to improve student achievement, which means we will most likely find ourselves coaching through a time of 'initiative overload'; ELD Practicum, Science Training, Math Concept Lessons, new Social Studies adoption, Health, etc. Therefore, we need to be prepared for our teachers who may feel like they just can't handle another change or another 'new thing'. Does that mean we shouldn't ask them to change or try something new? Absolutely not! However, it does mean that we need to change our approach to engaging and supporting them. We need to actively work at understanding *each* teacher. Yes, even the teachers who seem to be incomprehensible and hard to relate to. For their students' sake we need to refine our sense of empathy. Meryl Streep, although not in our profession, seemed to be speaking about the only power we have as coaches when she said, "*The great gift of human beings is that we have the power of empathy.*" Let's begin our year of refinement by embodying our District's charge. As a coach, consider this revision of the charge: to **fundamentally refine and improve the interaction between coach and teacher, in order to create critical thinkers, reflective educators, skillful teachers, refined planners, prepared to participate in a diverse, ever-changing, complex profession of teaching and learning.**

One of our first actions steps might be to share our own areas of needed refinement with a fellow coach. Agree to hold each other accountable for those areas and work toward supporting each other during the change.

Next, be a listener; one who is not just quiet while others speak, but one who truly listens to understand the message and intent of the speaker. Some instructional coaches find it helpful to spend some one-on-one time interviewing selected teachers, not only build the relationship, but also to show them that their thoughts are valuable input to the daily work. That, of course, is a great opportunity to practice listening and being empathetic.

Finally, when speaking about the teachers we serve, avoid the 'they' syndrome. Reflect on each interaction with each teacher individually. If the word *they* begins to come out, let's stop and challenge ourselves to begin with the name of the individual. Let us not stop there with the comment. Reflect on the great and the not-so-great interactions, noting how and why those interactions occurred in order to continue the necessary changes. "[Some people think only intellect counts: knowing how to solve problems, knowing how to get by, knowing how to identify an advantage and seize it. But the functions of intellect are insufficient without courage, love, friendship, compassion and empathy.](#)" (Anonymous author) Let's embrace this school year ready to support and care for our teachers and the students they serve. Let's make our intellect known through our humble hearts of service and support that comes from a place of empathy.

Your Experts,

-Aviva, Cecilia, Gayle, Josie and Marci