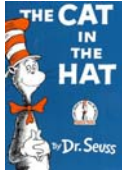


What's happening at . . . Liggett ES?



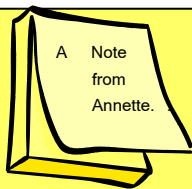
Since Halloween's a perfect time to stimulate student interest in reading books by dressing as storybook characters, Tina Hernandez (my literacy coach partner) and I put our heads together and decided to dress as Thing 1 and Thing 2 from Dr. Seuss's Cat in the Hat. Tina was the mastermind behind the costumes. After purchasing our red track suits, she researched the "look," found our wigs, and made our felt labels. Put it all together and presto! We were transformed into Thing 1 and Thing 2! The students loved our costumes and most students recognized our characters instantly. Halloween was a good time had by all....with a little literacy tucked in for Liggett's students.



Jean Brown
Superintendent
Annette Star
Literacy Coordinator



Rachelle Hubert,
Literacy Coach



I was once again privileged to be able to attend the *Superintendents' Summit for California Reading First Schools* in Monterey last week. One of the speakers, Ronni Ephraim, our Deputy Superintendent, Professional Learning, Development & Leadership, spoke about the last eight years in LAUSD -- **what we have learned, what we are learning, and what we need to learn more about.** While I cannot do justice to her presentation in this quick overview, I have extrapolated some of the issues that relate most closely to our work.

So what have we learned

- ☑ Providing all teachers with the same high quality tools provides all of our students with access to the basics of high quality instruction.
- ☑ Having a single curriculum enables our teachers to have a common language and by extension a common content around which to improve their practice.
- ☑ Understanding the "why and how" behind what we teach is as important as understanding the "what."

What are we learning

- ☑ The message needs to change from *implement with fidelity* to *implement with skill*. The teacher effect makes all other differences pale in comparison.
- ☑ How to define high quality instruction and clarify educational terms so we all have a common understanding of their meaning.

What do we need to learn more about

- ☑ How to balance the time required to teach content and pedagogy.
- ☑ How to be practitioners who think critically and solve problems.
- ☑ How to shift thinking from the belief that our children can't, to the belief that our children can.
- ☑ Understand the difference between the abstract concepts of instructional change and the concrete actions that are required to improve instruction.

As we continue to learn together this year, we will be revisiting and expanding many of these topics.

On another note, the District One Elementary Literacy Staff joins me in wishing each of you an enjoyable Thanksgiving holiday and may you find happiness and satisfaction in all the blessings you have been given.

How to Contact Us

Annette Star
654-3664

annette.star@lausd.net

Rosa Gonzales-Acosta
654-3648

cell: 304-2187

rosa.gonzales@lausd.net

Marci Edge
654-3662

cell: 935-3797

marci.edge@lausd.net

Aviva Freeman
654-3661

cell: 388-0399

aviva.freeman@lausd.net

Helen Kim
654-3697

cell: 317-2739

helen.h.kim@lausd.net

Cecilia Martinez
654-3660

cell: 399-6359

cecilia.martinez@lausd.net

Josie Stevens
654-3697

cell: 935-3194

josephine.stevens@lausd.net

Gayle Wolf
654-3697

cell: 554-1228

gayle.wolf@lausd.net

Monica Parga
654-3654

monica.parga@lausd.net

Fax No. (818) 344-2417

Dates to Remember

District Reading Action Seminar
(for Reading First School Administrators)
Thursday, Nov. 29
4:00-7:30 pm
St. Michael's Community Center

New Coach Academy
Thursday, Nov. 15,
Friday, Dec. 7,
1:00-3:30 pm
Devonshire Room 4

Literacy Coach Meeting
Thursday, Dec. 6
8:00 am -3:30 pm
Devonshire, Auditorium, Rooms 4.5.6

Principal/Coach Meeting
(Non-Reading First Principals, All Coaches and Make-up Session for RF Principals)
Wednesday, Nov. 28
8:00 am – 12 noon
Airtel Plaza

Content Focused Coaching
(Second-Year Coaches)
Thursday, Nov. 15
12 noon – 3:30 pm

Monday, Nov. 19
All day
Various school sites

Let's Celebrate



Rosa's Roundup

Birthdays

11/15 Meryl Kaufman
1/15 Silvia Roman
11/19 Ilene Schmidt
11/20 Monica Parga
11/24 Yoshim Yang
11/28 Tina Hernandez

Congratulations to ...

Erin Haynes, former
Literacy Coach at
Nevada ES, new
Assistant Principal at
Limerick ES

Unit Preview	✓Done
Student's Assessed	✓Done
Data Entered	✓Done
Data Clean-up	Huh?

The next step to the above list would be "Run Reports." Often, data clean-up is missed and reports are run prematurely. Data clean-up involves correcting errors and checking for missing scores. Pretty simple, huh? Here are a few reminders to keep in mind as you clean-up the data.



Locate Missing Information

- Create a grade level report by teacher name. Notice it says, "Please select the program and level for your report." If you see programs listed that are not taught at your school (2002 vs. 2000), it is an indication that a student is enrolled incorrectly. Click on the incorrect report, locate the student and correct the enrollment.
- Be sure to check the number of students assessed across the bottom of each grade level report and that all subtests have the same number. This indicates that a student may have missed a subtest, but it does not show us if a student missed the assessment entirely.
- Click on each teacher's name and review the roster. Any scores missing?

Investigate Missing Scores

- Ask teachers about missing scores. If there is still time, ask teachers to do make-up testing. If needed, offer and enter the make-up scores.
- If a student cannot make up a test, add the explanation to the "Comment" section when creating a report. This avoids the teacher or coach having to recall why a student did not take the assessment. *Reminder:* the comment will print for that report only.
- Please email me a note when clean-up has been completed and include an explanation of those students not tested.

"Although our goal is to assess 100% of the students, we know that is not always possible. We appreciate all your efforts and hard work in striving towards that goal.

"Clean-up – aisle ...er... grade 2"

Rosa Acosta
Literacy Advisor

Expert Advice

"Courage is what it takes to stand up and speak--courage is also what it takes to sit down and listen." Winston Churchill

Conversations with coaches can be both successful and powerful if a pattern is used as a guide. R. Hargrove, in *Masterful Coaching* (2003) writes about this pattern or "formula" which includes four steps. The first step is to prepare by having a clear purpose, goals, and intentions and knowing who you need to be as the coach (which cap will you wear?) and who the coachee needs to be. It might help to write down a list of positive attributes about the person you will be coaching. The second step involves declaring your commitment from the very beginning of the conversation such as, "I am personally committed to this conversation making a difference for you." This changes your own speaking as well as the listening of the person you are speaking to. The third step is to decide which cap you will put on and take off. Will it be the "Declaring New Possibilities Cap" or the "Drawing Others Out Cap" for example? The last step is to make sure people leave the conversation with much greater clarity, power and readiness to act. It's important to ask if this conversation is making a difference for the person you are coaching, or "Is this conversation working for you?"

As we stated last month, it's important to be present with quality time and attention. Can we be present and mindful of the purpose of the conversation, the goals and the intended outcome? Does our coachee feel inspired and empowered by new possibilities? Can you translate ideas into actions that can be taken in the next thirty days?

YOU CAN DO THIS!

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