



District 1

Coach Talk

The newsletter for District 1 Elementary Literacy Coaches



October 2004
Volume 3, Issue 3

Robert Collins, Superintendent

Annette Star, Literacy Coordinator

District 1 ...where students come first!

MEETINGS:

Oct. 15 Citywide Coach Meeting

Luminarias
3500 Ramona Blvd.
Monterey Park, CA 91754
323-268-4177

Speaker: Reid Lyons
8:00 a.m. to 11:30 a.m.

Oct. 21 Coach Meeting

Devonshire Site
8:00 a.m. to 3:30 p.m.

Nov. 4 Coach Meeting

Devonshire Site
8:00 a.m. to 3:30 p.m.

PROFESSIONAL DEVELOPMENT:

Kindergarten Prof. Dev.

Nov. 6 - Science/Health/P.E.

Dec. 11 - History/Social Science/
Block Play

Devonshire Training Site
10045 Jumilla Ave., Chatsworth
7:30 a.m. to 12:00 p.m.

Register at <http://sib.lausd.net/drp>

TRAINING:

Nov. 1-5 OCR Training

- Luminarias
 - Reading First Teachers
 - New Teachers from Non-RF Schools
 - Literacy Coaches, All Schools
- www.csbe.ca.gov

READING FIRST EVENTS:

Cohort #2:

Oct. 25-29

Reading First Coach Institute

Luminarias
8:00 a.m. to 3:30 p.m.

Nov. 29-30

Reading First Coach Institute

Location TBD
8:00 a.m. to 3:30 p.m.

NEW COACH MEETINGS:

Oct. 7 District 1 Conference Room
1:00 p.m. to 3:30 p.m.

Oct. 14 Devonshire School Site
1:00 p.m. to 3:30 p.m.

Nov. 10 El Oro Way ES
12:30 to 3:30 p.m.

Nov. 17 Devonshire School Site
1:00 p.m. to 3:30 p.m.

Nov. 24 El Oro Way ES
12:30 to 3:30 p.m.

District 1 Coaches Attend Reading First Coach Institutes

More than 60 District 1 Literacy Coaches and Experts attended the Reading First Coach Institutes during the month of September. Through these institutes, coaches refine their coaching skills, acquire deeper content knowledge of the *Open Court Reading Program* and study the latest research in the field of literacy while earning a Reading Specialist Certificate from UCLA. These institutes provide opportunities for coaches in both Reading First and non-Reading First schools to collaborate with coaches from school districts throughout the Southern California area, sharing successful practices and learning from each other.

Coaches in Cohort 1 worked extensively on Phonological and Phonemic Awareness instructional techniques and were introduced to multi-tiered approaches to intervention to help reduce the number of



referrals to special education.

Rosa Acosta, Literacy Coach at *Sunny Brae ES*, commented: "I really appreciated the information regarding intervention and the multi-tiered approach. I feel I can take this back to work with the Intervention Coordinator and revamp our intervention program. Our teachers can share in this by planning Workshop activities accordingly."

District 1 Coaches Rally to Fill Needs

In preparation for the opening of traditional calendar schools on September 9, District 1 Coaches were scrambling to meet OCR materials shortages caused by shipment errors, delays, backordered items, and unexpected changes in student enrollment. "SOS" emails were met with overwhelming responses from other coaches willing to give, loan, or barter for the needed items. **Stacy Lieberman**, Coach at *Haskell ES*, said, "It's really been great the way the coaches are all pulling together and helping each other out." Distinctions between former Districts A and C personnel have dissolved, as the coaches worked together on behalf of all District 1 students.

Diana Keeney Leaves District Reading Program

Diana Keeney, Literacy Advisor since 2002, has left the Elementary Literacy program to become the District 1 Elementary Science Specialist. "I have always loved teaching science!" she said recently, "and I look forward to working on behalf of the District's science initiative. But I will certainly miss all the wonderful people I have worked with in the District Reading Program." *And the District Reading Program will certainly miss her!*



A warm welcome to the following coaches who have recently joined the District 1 Literacy Team:

Kathleen Cashman – formerly a teacher at Selma ES in District 4 who will now assume the coach position at *Fullbright ES*.

Yvonne Dix-Holmes – comes to us from Beckford ES where she was an RSP teacher, and will now be the literacy coach at *Darby ES*.

Sachiko Stark – another coach coming out of retirement, who will now be the half-time coach at *Woodlake ES*.

Polly Westfall – also a recent retiree whose last coaching assignment was at *Darby ES*, and will now be working half-time at *Topeka Drive ES*.

With the latest coaching staff additions, District 1 schools have almost 100% OCR support coverage!

Let's also welcome **Baby James**, born to first-time parents, **Jennifer Andaya** of Gault ES, and her husband, Wayne, on Sept. 17. Baby James, arriving 2 weeks earlier than anticipated, weighed 7 lbs. 3 oz. and measured 20 in. at birth.

Mom and baby are doing very well.





Effective coaches know how important relationships are. You don't have to be best friends with your teachers, but your actions must show that "we're in this together."

The following elements of a constructive conversation can help to build good relationships.

1. Good listening skills: Be objective when you listen. Focus on the speaker. Relate completely to the speaker and listen for the speaker's agenda. Listen to understand what the topic or issue means to the speaker.

2. Non-judgmental responses (such as empathetic acceptance, paraphrasing, questions that foster thinking and problem solving, congruence between body language and verbal language). Show your client that you understand and care by paraphrasing what you heard. Restate or summarize what you heard in your own words. Here are a few possible paraphrasing stems you may want to memorize and practice using.

- So,...
- In other words,...
- What I hear you saying...
- From what I hear you say...
- I'm hearing many things...

3. Sincere belief in the teacher's ability to reflect upon and problem-solve around her or his practice. When debriefing or planning a lesson with a teacher, help them reflect on their practice by asking mediational questions. Guide teachers to hypothesize what might happen, analyze what worked or didn't work and compare and contrast what was planned with what ensued. Some mediational question stems include:

- What's another way you might...?
- What sort of an impact do you think...?
- How did you come to that conclusion...?
- What might you see happening in your classroom if...?

- What's another way you might...?

4. Non-judgmental praise:

- Praise the task or behavior; not the person.
- Make praise as specific as possible.
- Praise sincerely and spontaneously.
- Make praise private.

From your experts,
Aviva, Cecilia & Joanne

Our Superintendent, Bob Collins, has declared that "this year is about coherence in implementing a powerful instructional program." As I visit schools and talk with administrators and coaches throughout our local district, I can clearly see the impact of *coherence* and *focus*. I am reminded of what is commonly referred to as the "Chicago Study," which discusses the trend among many urban schools to adopt so many programs, grants and partnerships that there is neither the time nor the support to master any. In that study, a principal commented that "Sometimes I feel like we're juggling too many balls in the air, and either we're going to drop the balls, or we're going to be so tired, and pulled in so many directions, we're the ones who are going to drop." This study presents evidence that schools with stronger program coherence showed higher gains in student achievement. So called "Christmas tree" innovations, bring attention to the school, but fail to build the capacity to improve teaching and learning.

Many of our teachers, in their third to fifth year of teaching the Open Court Reading Program, are feeling comfortable with the implementation of the reading program. Some are searching for "quick fixes" or outside materials to continue to raise student achievement, yet our Program and Evaluation Branch tells us that we are only at about 50% implementation. This year it is more important than ever to keep the focus. As we strive for full implementation of the Open Court Reading Program, we need to encourage our teachers to go deeper into the program, refine their implementation and maximize the use of IWT/Workshop to differentiate instruction to meet the needs of all students. We need to get better and smarter at our work, resist quick fixes and avoid incoherence and the "pile more on" temptation. Research has shown that when Open Court is implemented with fidelity in a rigorous way, all children learn.

Maya Angelou, in an interview with Oprah, talked about the lessons she has learned in life – "I've learned that I still have a lot to learn." As coaches, we need to open our teachers' eyes to the probability that we all have so much more to learn--and that the best way to learn is to do it together. Our hope is not only that all our students will be lifelong learners, but that all our teachers will be as well.

-- Annette Star,
Literacy Coordinator



PACING PLAN REMINDER

OCR 2000

ST: 10/20 - 5-1
10/26 - 1-wk 6
10/27 - 3-1
10/28 - 4-1
C-6: 10/4 - (A) 5-1; (C) 3-2
10/5 - (C) 5-2
10/7 - (C) 4-2
10/8 - (A) 1-wk 6
10/11 - (C) 2-2
10/12 - (A) 2-1, 4-1
10/13 - (A) 3-1
90/30: 10/4 - (A) 1-wk 6
10/6 - (A) 3-1
10/7 - (A) 4-1
10/11 - (A) 2-1
10/12 - (D) 3-2
10/18 - (D) 4-2
10/19 - (D) 5-2
10/20 - (D) 2-2

10/8 - (A) 3-3
10/11 - (A) 1- 1&2
10/13 - (A) 2-1
90/30: 10/4 - (A) 1-1&2
10/7 - (A) 4-1
10/8 - (D) 1-3&4, 5-2
10/12 - (A) 3-1
10/13 - (D) 3-2
10/18 - (A) 2-1
10/19 - (D) 4-2
10/20 - (C) 2-1
10/26 - (D) 2-2

Foro Abierto

C-6: 10/7 - (C) 2-2
10/8 - (A) 3-1
10/11 - (A) 1-1&2
10/13 - (A) 2-1

90/30: 10/4 - (A) 1-1
10/8 - (D) 1-3&4
10/13 - (D) 3-2
10/18 - (A) 2-1
10/20 - (C) 2-1
10/26 - (D) 2-2

OCR 2002

ST: 10/21 - 5-1
C-6: 10/1 - (C) 1-3&4, 5-2
10/6 - (A) 5-1

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