



# CONFETTI!!!

Teacher Training Academy Pre-Intern Teaching Program District Intern Program Master Plan Teacher Training Program  
Volume #15 Issue #13 NEWSLETTER January 13, 2010

## All District Interns

### Get Organized for the New Year

As we begin the New Year, teachers will resolve the following statement: "This is the year that I will get organized!" But how? Our first inclination is to "clean up" the classroom. So, the trash cans are loaded up and the desk gets clean. Then, as students enter the classroom we begin our routines – the same routines that kept us disorganized, with little or no change in our actual habits.

Zig Ziglar once said, "We never eliminate our bad habits, we merely replace one habit for another." Well, one way to keep the New Year's resolution of getting organized is to replace your old habit with a model that has been used in Japan since 1990. It is originally called the "5S Shido Manyuaro" model – translated in 1995, as the "5S" model for the visual workplace.

The first step of the "5S" process, Seiri, refers to the act of throwing away all unwanted, unnecessary, and unrelated materials in the workplace. Next, Seiton, or orderliness, is all about efficiency. This step consists of putting everything in an assigned place, so that it can be accessed or returned in the same place quickly. Seiso consists of cleaning up the workplace and giving it a "shine." The fourth step, Seiketsu, more or less translates to "standardized clean-up". It consists of defining the standards by which we must measure and maintain "cleanliness". The last step of "5S", Shitsuke, means "Discipline." It denotes commitment to maintain orderliness and to practice the first "4S" as a way of life. When the "5S" model is implemented in the classroom, it brings about the following benefits:

- Improved quality – In corporations, quality is measured by the number of defects produced; the fewer number of defects, the higher the quality. In education, quality can be measured by the amount of time wasted on non-instructional activities. Yes, the time it takes to find a worksheet or a form is time that is not being spent on actual instruction.
- Reduced waste – Teachers commonly make copies, then copies of copies, because they were not able to find the first set of copies in time for a lesson. The "5S" model gives teachers the tools to keep everything sorted, thereby reducing waste – and, perhaps saving a few trees, as well.
- Reliable results – when teachers have all the information needed to assess student progress in a timely manner, they are able to provide accurate feedback to the student – and reduce the number of questions like, "Are you sure you have graded everything?"
- Improved safety – the old cliché still fits; a clean workplace is a safe workplace. We want to create a safe environment for our students – an environment free of clutter that is warm and inviting to every person who enters the classroom.
- Increase in trust – yes, trust is increased as you will provide students with accurate, timely feedback. When we minimize time to "find something", we are showing others our assertiveness in going directly to the document that serves their needs. This makes others feel important – their time should not be wasted by disorganization.

Over the next few weeks, we will discuss each step of the "5S" model, and how they can become your new routine. In the meantime, if you would like to know more about the "5S" model, or its author, check out these following books:

- Hirano, Hiroyuki. 5 pillars of the visual workplace: the sourcebook for "5S" implementation. Productivity Press, NY. 1995.  
- Fabrizio, D. and Tapping, D. "5S" for the Office: Organizing the Workplace to Eliminate Waste Productivity Press, NY. 2006

## EDUCATION SPECIALIST DISTRICT INTERNS

### District Intern Education Specialist:

**Encourage higher level thinking: Many textbooks include review questions at the end of a chapter. These questions require lower order thinking skills. Instead, ask questions that require higher-level thinking skills. Remember to utilize Blooms' Taxonomy. Adapted from Better Teaching. March 2007.vol.20, no.7**

All winter interns who are working toward Preliminary or Clear Credential need to make sure all work, hours, and portfolios are turned in and graded.

#### CENTSE YEAR 1 M/M

ESEd 402c: Reading for Students with Special Needs will continue through January 25<sup>th</sup>.

#### CENTSE YEAR 1 M/S

ESEd 402c: Reading for Students with Special Needs will continue through Monday, January 25<sup>th</sup>.

#### WINTER '08 M/M

No classes.

#### CENTSE W 08

ESEd 407.1 Multicultural Aspects for Students with Special Needs will begin on Wednesday, January 20<sup>th</sup>. The first day is face to face.

#### M/M Year 1

Ed 202ab: Curriculum and Methods of Teaching Reading, and Language Arts will continue to meet on Wednesday, January 20<sup>th</sup>, Monday, January 25<sup>th</sup>, and Saturday, January 30<sup>th</sup>.

#### M/S Year 1

Ed 202ab: Curriculum and Methods of Teaching Reading, and Language Arts will continue to meet on January 20<sup>th</sup>, 25<sup>th</sup>, and Saturday, January 30<sup>th</sup>.

### YEAR 2 M/M AND YEAR 2 M/S

No classes

### YEAR 2 M/S

No classes

### YEAR 3 AND CENTSE II

ESE 513: Advanced Behavior Evaluation and Guidance will continue to meet on Wednesday, January 20, Monday, January 25 and Saturday, January 30<sup>th</sup>.

### YEAR 3 M/S

ESE 513: Advanced Behavior Evaluation and Guidance will continue to meet on Wednesday, January 20, Monday, January 25 and Saturday, January 30<sup>th</sup>.

### WINTER 06 AND CENTSE WINTER '07

No classes

### Winter 07/08 M/M

No Classes

Regards,

The Education Specialist Team

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### All Cohorts

### Support Provider Verification Forms...

Please be sure that your Support Provider has submitted their verification forms, so that they may be appropriately compensated for their support.

## Single Subject District Interns

### Semester One Preparation Summer/Fall '09-'10 Cohort

#### ED 200.10 Methods of Teaching-Session #1:

We look forward to seeing you on **Wednesday, January 20**, at Cochran MS for your first session of ED200.10, Methods of Teaching Math and Science. You will begin developing your thematic **Plan and Deliver** unit. Please be sure to bring all resources necessary to work on your unit plan including frameworks, instructional guides, and any other resources specific to your classroom that you may need. Please be ready to work with a fully-charged laptop.

#### Second Notices

As stated earlier, interns will receive **SECOND NOTICES** if their work from the following courses and the following assignments are not turned in:

- All work from **ED 200.1**, Classroom Management, is due on Moodle.
- CalTPA Single Subject Pedagogy (SSP)
- CalTPA Designing Instruction (DI)
- Spending Time to Save Time
- What's Behind the Classroom Door-A
- My Life as a Teacher (entries 1-5 and 6-10)

#### Textbook Return

Turn in textbooks from the **ED 200.1** and **ED 200.12** classes. If you need to keep using the textbooks you may keep them longer. We will keep a record of it for your convenience.

#### Summer DI Orientation Work

Interns are reminded to finish-up Orientation work now, since almost **five months** have passed since the end of the District Intern summer orientation.

Thanks to the interns who have already finished-up and have received their completion certificates and salary points.

If you have any questions about Orientation, please make the following contacts:

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#### Backing Up DI Program Work

This is an important reminder that all DI Program work needs to be backed-up on flash drives, portable hard drives and other computers. In the past few years many interns have lost DI work assignments because they had not backed them up.

If your laptop needs to be worked on notify the advisors via e-mail, so the technical crew can be notified.

### Preparation Semester 2 Winter '08-'09 Cohort

#### What's Due...

**ED 300a** Networking One-on-One – Due: Monday, January 11, 2010.

#### ED 200.16 Voices of Diversity - Session #1

We look forward to seeing you on **Wednesday, January 20, 2010** for the first session of this exciting course. Please note that there will be no class on Monday, January 18, due to the school holiday.

### Preparation Semester 3

### Summer/Fall '08-'09 Cohort

#### ED 200.19c Portfolio Class

Your final sessions of ED 200.19c Portfolio Construction will be on **Monday, January 25, 2010**. You will be submitting your portfolios for final assessment. Be sure to bring **your completed** Portfolio tasks for review/assessment:

- What is Behind the Classroom Door
- My Life as a Teacher
- Spending Time to Save Time
- Plan and Deliver (complete)
- Reaching Beyond the Textbook
- Networking One on One
- Community Connection

Also, if you have not done so, be sure to have any past due TPA tasks ready for submission.

You will also be submitting your **FACT; Initial Assessment of Teaching Practice** task, and preparing your portfolios for final submission.

Remember, you must attend all portfolio classes. Any class missed requires a face-to-face makeup.

### **Exit Interviews and Culmination**

We will begin scheduling **exit interviews** for interns who have completed all work to date. The dates for Exit Interviews are: Thursday, January 21, Tuesday, January 26, Thursday, January 28, and Tuesday, February 2, 2010. Note: **ALL** coursework must be completed and evaluated **before** we can schedule your interview.

Culmination is scheduled for **Saturday, February 20, 2010**. Attendance to this important event is mandatory as it is part of your professional development plan.

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Remember to make copies of all documents that you submit

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RICA Practice Website:  
<http://gsep.pepperdine.edu>  
Search – RICA,  
*Confett!!!* is published weekly by Teacher  
Development and Support /District Intern  
Mirna Hamamoto, Editing Secretary  
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