



CONFETTI!!!

Teacher Training Academy Pre-Intern Teaching Program District Intern Program Master Plan Teacher Training Program
Volume #15 Issue #15 NEWSLETTER January 27, 2010

All District Interns

Neatness: The Next Step

Last time, we discussed the First S in the “5S” process. “Seiri”, the first “S”, means “organization” and leads to having what you want to have on hand, and what is not needed being put away (or thrown away). The Second S is Seiton, meaning “neatness”. Where Seiri includes getting rid of the things that you do not need, Seiton follows closely on by ensuring what you keep is tidy and available, where and when you need it.

Seiton means tidily putting things away after you have used them. Putting things away requires following three rules: Decide **where** things belong, decide **how** things should be put away, and **follow the put-away rules** to leave things where they can be quickly and properly found next time they are needed.

To set up the put-away rules, **do an analysis** of how the things are used. Pay particular attention to when and how they are picked up and used. This is a primary driver of how and where they are put away. If something is used 50 times a day, then this multiplies the time wasted in finding the item and taking it to where it is to be used.

To avoid confusion about the items, they should be **identified** in some way. For example, when selecting one of a set of handouts, if each handout is uniquely marked with standardized numbers or colored folders, then mistakes and consequent wasted time can be eliminated.

Labeling and naming should be similarly standardized. Write labels and other signs clearly, so it can be read at an appropriate distance. Ensure the naming cannot get lost,

for example by using paint, rather than paper labels that can fall off or wear away. If a label is to be changed, then use an appropriate fixing system that holds the label firmly in place for the duration, yet allows it to be easily removed and replaced.

Make the item and the storage location match, for example by writing the same name on the item and the storage. A tool board provides a mechanism to store tools by painting their outline. This allows each tool to be found instantaneously, and also highlights when a tool is missing.

Marks and signs on walls and floors can be used to indicate quiet areas, storage areas, and special usages and so on. Areas of floor and complete areas can be marked to indicate different areas, such as walkways, teacher/student confidential areas, pencil sharpener area, and so on.

Make sure storage is safe, both protecting the item being stored and preventing people from harming themselves when storing and retrieving. Ensure there are no sharp corners and minimize stooping and lifting. Beware of making storage cupboards unstable by putting heavy items at the top.

Even when you put things down on your desk, think about the storage aspects; some delicate teaching tools are better **put on a rubber mat**, than a steel surface.

The put-away rules should also include **instructions on cleaning**. Stored tools should be clean and free from any hazardous materials (like super glue – don’t ask!). Damaged equipment should not be put back. They should be labeled and put in a designated area.

Balance the storage space with the things needing storing. Unused storage is wastage. But, neither crams things together so much that you make it

difficult or hazardous to retrieve, or where the items can damage one another.

Consider what will happen if you go to get something and it is not there. If it is critical, then you will need access to back-up items, whether it is in another cupboard or can be rapidly accessed from your school supplies.

You may have noticed that Seiton is closely related to Seiri. Being organized and being neat go together. This is characteristic of all "5S": They overlap significantly, rather than cover very different subjects. Do not worry about what fits into Seiri and what fits into Seiton, use them to reinforce each other and implement the whole process.

Reprinted from Quality World, the journal of the Institute for Quality Assurance: Orig. Pub. January, 2002.

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.

The Resources and Links page from the District Intern Website now has links to various community connections. Check it out at <http://www.lausd.k12.ca.us/lausd/offices/di/NUseLinks.htm>

EDUCATION SPECIALIST DISTRICT INTERNS

District Intern Education Specialist:

Continue to work on your courses, portfolios and missing assignments. It is very important to keep up with your Professional Development Program.

How can we capture the student's attention? We need to consider "How we teach not only what we teach;" 1. Consider your lesson plan. 2. Be enthusiastic. 3. Be a booster. 4. Turn the tables.

5. Get physical. 6. Teach it again. Adapted from *Better Teaching*. Dec. 2007, vol. 21, No.4.

CENTSE YEAR 1 M/M

ESEd 402a: Assessment and Instruction for M/M Disabilities will begin on Monday, February 1st, and will meet through Monday, March 1st. Books will be distributed at the first class.

CENTSE YEAR 1 M/S

ESEd 322: Assessment, the IEP and Instruction for M/S Disabilities will begin on Monday, February 1st, and meet through Monday, March 1st. Books will be distributed at the first class.

WINTER '08 M/M

No classes. – Scheduled for the week of February 1-5, 2010.

CENTSE W 08

ESEd 407.1 Multicultural Aspects for Students with Special Needs online class ends.

M/M Year 1

Ed 202ab: Curriculum and Methods of Teaching Reading, and Language Arts will continue to meet on Saturday, January 30th.

M/S Year 1

Ed 202ab: Curriculum and Methods of Teaching Reading, and Language Arts will continue to meet on Saturday, January 30th.

YEAR 2 M/M AND YEAR 2 M/S

Ed 304a: Curriculum and Methods of Teaching Match will begin on Monday, February 1st, and meet through Monday, March 1st.

YEAR 3 AND CENTSE II

ESE 513: Advanced Behavior, Evaluation and Guidance will continue to meet on Saturday, January 30th. This is an online session.

ESED 510: Transition, Vocational and Career Development will begin on Monday, February 1st.

YEAR 3 M/S

ESE 523: Advanced Behavior, Emotional, Environmental Supports will end on Saturday, January 30th. This is an online session.

WINTER 06 AND CENTSE WINTER '07

No classes

Winter 07/08 M/M

No Classes

Regards,

The Education Specialist Team

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Single Subject District Interns

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

ED 200.10 Methods of Teaching-Session #2:

Session 2 of ED200.10, **The Methods of Teaching English, Math and Science** will meet on Monday, February 1, 2010, from 4:15 p.m.-8:00 p.m. at Johnnie L. Cochran, Jr. Middle School. Please bring all required assignments and materials for this class.

Past Due Assignments for Summer/Fall '09-'10

The following assignments are now past due, and should have been submitted:

- **CalTPA Subject Specific Pedagogy (SSP)** and **CalTPA Designing Instruction (DI)** tasks to be e-mailed to your adviser, as an attachment.

- **Spending Time to Save Time (STTST)** tabbed and in a binder
- **My Life as a Teacher (MLAAT)** entries 1-10
- **What's Behind the Classroom Door- A and B (WBTCB)** Portfolio task, tabbed and in a binder
- **My Life as a Teacher (MLAAT)** entries 1-10

Additionally, if you have not completed **ED 200.1** (Classroom Management) or **ED 200.12 (ELD)**, contact your adviser now for assistance.

District Intern Orientation Lab Day

If you have not completed your Orientation work, there is a lab session scheduled for Thursday, January 28, at the UTLA building from 4:00 p.m. to 8:00 p.m. Be sure to RSVP through the email that you received earlier this week.

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:

Dave Harris
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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.

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

Preparation Semester 2 Winter '08-'09 Cohort

ED 200.16 Voices of Diversity - Session #1

We look forward to seeing you on **Monday, February 1, 2010** for the third session of this exciting course. Please be sure to bring all of your books and your unit resources, so you can work on your Culturally Relevant modifications.

Preparation Semester 3

Summer/Fall '08-'09 Cohort

Culmination – February 20, 2010

Culmination this year will take place at Cochran Middle School on Saturday, February 20, 2010 from 10:00am to noon. If you are culminating, you are required to attend this event, as it is part of your Professional Development Plan.

Be sure to arrive at 9:00am for a continental breakfast before this big event.

Congratulations!

Exit Interviews and Culmination

We have scheduled **exit interviews** for interns who have completed all work to date. The dates for Exit Interviews are: Thursday, January 28, Tuesday, February 2, and Thursday, February 4, 2010. Note: **ALL** coursework must be completed and evaluated **before** we can schedule your interview.

Interns who are not scheduled for an Exit Interview

If you have not completed all coursework and/or tasks, your attendance is required on Monday, February 1, 2010, at Cochran MS from 4:15 – 8:00pm for advisement and support.

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Remember to make copies of all documents that you submit

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RICA Online Registration: www.rica.nesinc.com
RICA Practice Website:
<http://gsep.pepperdine.edu>
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