



Los Angeles Unified School District  
Professional Development & Leadership  
Teacher Development & Support  
District Intern Program



# CONFETTI!!!

Volume #14 Issue #41

NEWSLETTER

January 21, 2009

## Message from Mary H. Lewis, Administrator



The process of grading, recording and reporting students' work is a vital part of a teacher's feedback system on his/her own classroom performance, as well as on that of the students. This issue examines some considerations for, particularly, newer teachers to discuss about the connection between factors used for assigning grades and the relationship of these factors to the increased motivation and learning observed in your students.

Some grading practices can be a disincentive for students to focus on learning. Following are several common grading practices that are likely to interfere with teachers' goals to increase motivation and learning in your classroom.

1) Failing to share with students how their grades will be determined – or changing the criteria for grading during the segment of time that the students are working to earn them. We should not be surprised when students places less value on their grades, or do not find much meaning in the grades they receive.

2) Lowering grades for behaviors or reasons not based on, or even related to, learning and academic achievement. This would include taking away points or credit because a student arrives late for class, talks out of turn, or fails to demonstrate appropriate attention or enthusiasm. While these behaviors must be addressed, including them in measures of academic learning risks inaccuracies – at best. Also, particularly for immature and struggling learners, their level of motivation for learning is likely to be diminished.

3) Raising student grades for behaviors not related to learning simply contaminates grades as indicators of learning. Offering extra credit for showing up everyday, assisting the teacher, having parents sign school papers, or attend open house, does not reflect student academic performance. Further, such action confuses the evaluation process by encouraging them to focus on actions that influence grades as more important than putting learning at the center – the focus of their efforts and attention.

4) Misaligning grade assessments with what has been taught works to the teacher's disadvantage in two ways. When tests and quizzes fail to assess what has been taught and when they include information and skills that have not been introduced directly, and for which students are not prepared. This practice favors students with substantial background knowledge, but does little to assess how well students are learning what you are teaching them.

5) Averaging student scores throughout a cumulative learning sequence, such as a unit of study, as the primary means for determining grades, penalizes students if they know less before your teaching began – and, as a consequence, score lower early on in the learning sequence. Given the total spectrum of the learning sequence, this practice can have the effect of rewarding prior knowledge while penalizing students who may have learned to most from your teaching.

6) The practice of not allowing flexibility in time for students to learn and show what they know is counter to what we have learned about variability in the rates at which students work and learn. When students who work more slowly lose points on tests, quizzes and assignments because they are unable to finish, teachers are not collecting accurate information about what has been learned.

Teachers are encouraged to use grades as a reflection of the learning students have gained whether in an assignment, assessment or entire course of study. If it necessary, then, to avoid any elements considered in the development of grades that are not reflective of the student's learning, or, that might cause a distraction or a disincentive to a student's learning. Teacher support of their students' learning goals is best pursued on a path that is parallel to the development, recording and assessment of academic learning.

Adopted from *The Master Teacher*, Vol. 36 No. 7

Thanks,  
Mary

**AN IMPORTANT MESSAGE FOR ALL  
DISTRICT INTERN  
PROGRAM PARTICIPANTS**

**Happy Dr. Martin Luther King, Jr. Day!**



**EDUCATION SPECIALIST  
DISTRICT INTERNS**

Next Monday is a legal holiday. We will be meeting on Wednesday, January 21<sup>st</sup>. Webster folks will meet at Cienga. We will be using the scanner for attendance. Please bring your identification.

**CENTSE YEAR 1**

**ESEd 406: Collaboration & Communication Skills for Special Education** ends on Jan. 21<sup>st</sup>.

**ESEd: 520 online classes for Strategies for EL** will end on Jan. 18<sup>th</sup>.

**WINTER '08 M/M – Bancroft MS**

**Ed 304a: Curriculum & Methods of Teaching Math** will continue to meet on Jan. 21, 26, Feb. 2, & the 9<sup>th</sup>. Please bring the necessary materials to each class.

**CENTSE W 08**

**ESEd 406: Collaboration and Communication Skills for Special Education**

will continue to meet through Jan. 24, 2009. This is your final class. Please begin to prepare to exit Level I.

All portfolios and course assignments must be completed.

**YEAR 1 MILD/MODERATE**

**ESEd 405: Methods of Positive Behavior Support** will end on Jan. 21<sup>st</sup>. Please bring your laptop to do zoomerang.

**YEAR 1 MODERATE/SEVERE**

**ESEd 323: Curriculum & Instruction for Students with M/S** will continue to meet Wed. Jan. 21, 24 (8 hrs.), and the 26<sup>th</sup>.

**YEAR 2 M/M**

**Ed 304a: Curriculum & Methods of Teaching Math** will continue to meet on Wed., Jan. 21, 26, Feb. 2 & 9<sup>th</sup>.

**YEAR 2 M/S**

**Ed 304a: Curriculum & Methods of Teaching Math** will continue to meet on Wed., Jan. 21, 26, Feb. 2 & 9<sup>th</sup>.

**YEAR 3 & CENTSE II**

**ESEd 513: Advanced Behavior Evaluation & Guidance** will continue to meet on Jan. 21, 26, and Feb. 2, 2009.

**YEAR 3 M/S**

**ESEd 524: Advanced Leadership & Communication Skills** will continue to meet on Jan. 21, 26, & Feb. 2, 2009. Materials will be given out at the first class.

**WINTER 06 & CENTSE WINTER '07**

**January 21<sup>st</sup> at the Harbor Bldg.** will be check in for course work, portfolios and book return. Terri will contact you with necessary information.

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## SINGLE SUBJECT PREPARATION DISTRICT INTERNS

### TO ALL SECONDARY INTERNS

**Monday, January 19, is a legal holiday. Secondary Preparation Intern classes will meet at Cochran Middle School on Wednesday, January 21.**

#### **S/F Preparation Semester 3 '07-'08**

**A Note from your Specialist:** Thank you for all your hard work and keeping up with your tasks while maintaining excellent instruction for all of our students.

**Contract Sign-Ups:** Once your name is forwarded to Human Resources at Beaudry as a candidate for a preliminary credential you will receive a letter. The letter will provide you with information about making an appointment and what documents you will need.

**January 26 Portfolio Class:** Just a reminder that the next class for those of you who will be culminating in February is January 26.

**If you have not met all requirements for culmination you must attend the intervention session being held on Wednesday, January 21 from 4:15 to 8 pm at Cochran Middle School. This also applies to Mulholland attendees.**

#### **Preparation Semester 2 Winter '07 - '08**

**Multicultural Class:** We look forward to seeing you on **Wednesday, January 21**, at Cochran MS for your second session of ED100.10, *Teaching in a Multicultural Society*. Please be sure to bring Nieto: Part 1: Setting the Stage and Chapter 1: The case-study approach, *Personal Iceberg for Session 4*, TPA 4 step 1 (learning about your whole class and two focus students) and Step 2 (learning environment and academic instruction). Please

be ready to work with a fully-charged laptop, as all materials for this course will be on a cd-rom.

**Makeup for Teaching in a Multicultural Society** – If you missed a class, your makeup is available online. Please make sure that all work is completed and submitted quickly so that you can receive appropriate credit for the class. Also, be sure to complete the **Makeup Verification Form** when submitting any online makeup.

**Orientation:** If you have not completed your Orientation task yet, please contact your Orientation advisor (Paula Stokes or Dave Harris) as soon as possible to arrange submission of your work.

#### **Preparation Semester 1 S/F '08-09**

**Makeup for the ELL Class** – If you missed a class, your makeup is available online. Please make sure that all work is completed and submitted before the next session so that you can receive appropriate credit for the class. Also, be sure to complete the **Makeup Verification Form** when submitting any online makeup.

#### **Cochran Middle School & Mulholland MS**

Thank you for leaving the classrooms in pristine order. The custodial staffs appreciate that you are not bringing food, eating, or drinking beverages other than water in the classrooms. The administrative teams and the teachers have been giving us compliments.

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## Multiple Subject District Interns

### Message for Multiple Subject District Interns

We hope you have enjoyed your Martin Luther King, Jr. holiday. We will resume classes on Wednesday, January 21, 2009. We'll see you all at Cochran Middle School.

### Back Up Your Files

We have recently had interns who have lost critical files due to computer crashes. Please back up all DI files on flash drives, CDRs or external hard drives or other media to avoid this, especially the February cohort that is so close to culmination.

### Schedule Change For February Cohort

There will be a portfolio class on Wednesday, January 21, 2009 at Cochran Middle School for the multiple subject interns who are slated to culminate on February 21, 2009.

This date was not in the calendar that you have all received but with culmination only one month away it is necessary to schedule this session. Attendance is mandatory and highly advisable, and those who need to make up time will be given credit toward their time.

This will be a **critical** working session. We will go over portfolio construction so bring **all** of your binders and you portfolio work and class work dating back to orientation. Bring sheet protectors, tabs, markers, and other materials to "spruce up" your binders. As usual bring your laptop and an extension cord.

We will discuss the exit interview process and the multimedia presentation that you will need to prepare. We will sign up people for their exit interviews based on who has completed the DI coursework. No one can have an exit interview unless all coursework is completed.

There will be advisement and everyone will get their up-to-date benchmark report. Those DIs who need help with their remaining work will be given assistance.

**Contract Sign-Ups:** Once your name is forwarded to Human Resources at Beaudry as a candidate for a preliminary credential you will receive a letter. The letter will provide you with information about making an appointment and what documents you will need.

### June Culminating Cohort

Session two of ED 304A, Mathematics, will be held on Wednesday, January 21, 2009 at Cochran Middle School.

The members of the June cohort who do not need to attend the math class will come to Cochran to work on TPAs, portfolio tasks and incomplete coursework. You will also be getting advisement

### ED 217C – Health and Physical Education

February culminating cohorts will take P.E. module of the course on **Saturday, January 24, 2009** from 8-5 at Cienega ES. Be sure to wear comfortable clothing and athletic shoes.

The June culminating cohort will take the P.E. module of the course on **Saturday, February 28, 2009** from 8-5 at Cienega ES.

### Turning In Late Course Assignments

All completed tasks are to be given to Dan or Gwendolyn either **before** the session, during the **break** or **after** scanning out is completed only. The February group is now **39 days** from culmination and counting. The June group is **159 days** from culmination. Keeps the work coming!

### CAL TPAs

All four CAL TPAs **are now late** if they have not been turned in. Please turn them in as soon as possible. If you need assistance contact Dan Ontell. We have been receiving quite a few and look forward to receiving more.

### BCLAD Classes – ED 213.11, Spanish

ED 213.11, Writing and Listening Proficiency in Spanish, is the next class in the series. The class session at **GW Carver MS on Wed.**

**January 14, 2009 from 5:15 p.m. – 9:00 p.m.** is for the interns who did not attend the first session on June 30 only. This is for the new sign ups and the absentees from that date.

Here are the sessions everyone will plan on attending at GW Carver Middle School:

Wednesday, Jan. 28           5:15 – 9:00 p.m.  
Wednesday, Feb. 4           5:15 – 9:00 p.m.  
Wednesday, Feb. 11         5:15 – 9:00 p.m.

If you have not yet taken the **CSET LOTE Spanish Subtest III** remember to sign up for the next test being given on **Saturday, March 14, 2009**. You need to take this test to get your BCLAD. When you sign up for this test keep in mind it is only given at **the Los Angeles (West) area (436)** test site. Those of you who have already passed please get a copy of your score report to Dan Ontell as soon as possible.

### **BCLAD Candidates Declaration and Fees**

All BCLAD candidates must go the credential office before January 30, 2009 to pay the fee for the BCLAD authorization. It is \$55 and they accept money orders. Please call **Lydia Vaia** or **Catalina Tan** at **213-241-5581** to make an appointment for signing up and do this soon. The last class session is on Saturday, April 18 so you will be recommended for BCLAD authorization upon completion of the coursework. After you have paid the fee please inform Dan Ontell via e-mail that you have done so.

### **CPR Requirement**

Bring documentation of your CPR passage to Cochran Middle School on January 21. This is part of the exit interview process.

### **FACT – Initial Assessment of Teaching Practice (IATP)**

This is a reminder that the **Initial Assessment of Teaching Practice** project for FACT is due at the portfolio session on Monday, January 26, 2009. If you need any assistance or have concerns please get in touch with Daniel Ontell or Gwendolyn Poché.

### **Cochran Middle School**

Thank you for leaving the classrooms in pristine order. The custodial staff appreciates that you are not bringing food, eating, or drinking beverages other than water in the

classrooms. The administrative team and the teachers have been giving us compliments.

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### **Remember to make copies of all documents that you submit.**

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