



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

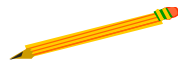


CONFETTI!!!

Volume #14 Issue #43 NEWSLETTER

February 2, 2009

**Message from Mary H. Lewis,
Administrator**



A reference often used as a touchstone in discussions of underachieving students and underachieving schools is a quotation from Dr Ron Edmonds' *Correlates of an Effective School*. "We know everything we need to know to effectively teach all students". Dr. Edmonds' research was instrumental toward shifting a focus of student underachievement from characteristics thought to be common among students, to characteristics of schools.

Schools were identified that routinely produced higher academic achievement than similar schools attended by students of like-description. This research led to a set of effective school correlates that became a baseline for improving less effective schools throughout the nation.

Within a third framework of student achievement, research by Robert Marzano, of the Mid-Continental Regional Educational Laboratory, explored the power of **classroom** instructional strategies toward producing higher achieving students. Ten powerful instructional strategies were found to be as follows:

- (1) **Use comparing, contrasting, classifying, analogies and metaphors in teaching.** "Comparing" is to have students identify similarities and differences among things or ideas. "Classifying" is to categorize things grouped based on their like characteristics. "Creating analogies" requires looking at relationships between pairs of concepts. "Creating metaphors" is to identify a general basic pattern within a specific topic, then find another topic that appears to be very different, but has the same general pattern as the first.
- (2) **Have students learn how to summarize and take notes.**
When students organize a lot of information and sort out the most important information to use, they develop an ability to synthesize which is an essential skill for high achievement.
- (3) **Reinforce effort and give praise.** Beyond more obvious examples of using effective praise are congruence: specific recognition of attainment of performance criteria, and to focus on task-relevant behavior.
- (4) **Provide homework and practice.** Relevant and aligned reinforcement moves a student to confidence of learning. A

key to retention of the learning is relevant practice. Homework is one way to extend the practice.

(5) **Employ nonlinguistic representations.** Providing mental pictures/mind movies along with language is very effective. Representations can also include graphic organizers, pictures, pictographs and concrete representations.

(6) **Use cooperative learning approaches.** Cooperative learning requires more than having students working in groups. Approaches need to be taught to ensure that each student is contributing and held accountable for the learning.

(7) **Set goals for students and provide feedback.** Clear goals must be set by teachers with students to provide clear direction and purpose. The more specific the better. Both teacher and student should be responsible for monitoring progress and providing feedback.

(8) **Have students generate and test hypotheses.** Students need the opportunities to apply knowledge and use inductive and deductive approaches throughout all grades.

(9) **Use cues, questions and advance organizers.** Cues are ways to bring forward prior knowledge or experience. Questions can elicit inferences about information. Advance organizers inform students about what they are about to learn or experience. It helps students focus on learning and ascertain what they know and do not know.

(10) **Use certain strategies for specific types of knowledge.** While the first nine strategies work with almost all types of subject-matter knowledge, there are practices more related to a specific type of knowledge. Suggestions in the research show differences are needed in teaching skills, concepts, and processes.

For additional information, look for articles and training coming for McREL and Marzano on "What Works in Classroom Instruction".

Adapted from Carolyn J. Downer, "Top 10 Instructional Strategies for Achievement," *Leadership*. ACSA November/December 2000, page 11.

Thanks,
Mary

EDUCATION SPECIALIST DISTRICT INTERNS

We will be using the scanner for attendance. Please bring your identification. Saturday classes are at Cienega Elementary School.

Classroom Management- How to regain control? Remember to keep your cool. 1. Be empathetic. 2. Ask the student to “cool down”. 3. Address the most distracting behavior first. 4. Acknowledge positive behavior and offer praise. 5. Model using an appropriate tone of voice. 6. Address the student’s behavior. 7. Schedule time after class to address the students’ concern. 8. Alert the counseling office for additional help. Adapted from Better Teaching Feb. 2008. vol.21, no.6.

CENTSE YEAR 1

ESEd: 407 Class continues online.

WINTER '08 M/M – Bancroft MS

Ed 304a: Curriculum & Methods of Teaching Math will continue to meet on Feb. 2, & the 9th. Please bring the necessary materials to each class.

ESEd 404ab: Methods of Teaching PE, Health, Visual & Performing Arts will meet SAT. Jan. 31st for 8 hours.

CENTSE W 08

ESEd 402.1a: Portfolio Construction & Reflection will meet on Feb. 2. Attendance is mandatory, you will check out of Level I courses and have exit interviews at Cienega.

YEAR 1 MILD/MODERATE

ESEd 202a: Curriculum & Methods of Teaching Reading/Language Arts will begin on Feb. 2 and meet Feb. 9, 18, 23 & Mar. 2, 2009.

YEAR 1 (IM/S)

ESED 325: Methods of Teaching Movement, Mobility & Health Care will begin Feb. 2 and meet Feb. 9, 18,23 & March 2nd.

YEAR 1 MODERATE/SEVERE

ESEd 202a: Curriculum & Methods of Teaching Reading/Language Arts will begin on Feb. 2 and meet Feb. 9, 18, 23 & Mar. 2, 2009.

ESEd 202b: Curriculum & Methods of Teaching Reading/LA will begin on Feb. 7th (8 hrs.). Please bring money to purchase text at \$18.00.

YEAR 2 M/M

Ed 304a: Curriculum & Methods of Teaching Math will meet on Feb. 2 & 9th.

ESEd 404ab: Methods of Teaching PE, Health, Visual & Performing Arts will meet SAT. Jan. 31st for 8 hours.

YEAR 2 M/S

Ed 304a: Curriculum & Methods of Teaching Math will continue to meet on Feb. 2 & 9th.

YEAR 3 & CENTSE II

ESEd 513: Advanced Behavior Evaluation & Guidance will end on Feb. 2, 2009.

YEAR 3 M/S

ESEd 524: Advanced Leadership & Communication Skills will end on Feb. 2, 2009. Materials will be given out at the first class. Bring your laptops to do zoomerang.

WINTER 07 (YR. 3) & CENTSE WINTER 08

ESEd 515: Advanced Seminar in Special Education will start Feb. 9th. Reading reviews are due Feb. 7th.

WINTER 06 & CENTSE WINTER '07

No classes.

Terri Kirkland

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Judy Baines

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SINGLE SUBJECT PREPARATION DISTRICT INTERNS

TO ALL SECONDARY INTERNS

Pre-Induction Semester 3 S/F '07-08

Congratulations to all culminating interns!!!!

Exit Interviews: A new list of dates for exit interviews will be distributed via e-mail. Once you are cleared by the office go ahead and send your request for a date to May Osher. One day prior to your interview you will receive a notice of confirmation requesting you to RSVP. If you believe you are scheduled for an interview and have not received a confirmation notice contact the office at 323-932-2069.

Urgent Notice: If you have incomplete assignments and/or tasks, which may include the Pre-Service Orientation effective Monday, February 2, 2009, your attendance is mandatory at Cochran MS from 4:15 pm to 8:00 pm until all assignments are completed. Attendance will be verified by your signature on the sign-in sheet. To avoid notification of your School Administrator and the continuation of the Jeopardy process, it is imperative that all outstanding assignments be submitted immediately. Failure to comply will result in immediate Jeopardy action.

Should you have any questions, please contact Denise Busby at 323 932 2069

Preparation Semester 2 Winter '07 - '08

Multicultural Class: We look forward to seeing you on **Monday, February 2**, at Cochran MS for your fourth session of ED100.10, *Teaching in a Multicultural Society*. Please be sure to bring Nieto; Chapters 8,9, and/or 11, and TPA 4 Step 3 (adaptations for your two focus students). Please be ready to work with a fully-charged laptop, as all materials for this course should be on your computer.

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 tasks 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

TPA Tasks: By now you should have received your first and/or second TPA task. If you need to resubmit, please be sure to contact Samuel Burke for assistance and support *before* sending in your task.

Methods Class: We look forward to seeing you on **Monday, February 2**, at Cochran MS for your fourth session of ED200.10, *Methods of Teaching English, Math and Science*. 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.

Makeup for ED 200.10 Methods of Teaching – 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.

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Samuel Burke samuel.burke@lausd.net
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May Osher may.osher@lausd.net
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Multiple Subject District Interns

Advisement & Support on February 2

Multiple Subject interns who have not completed and turned in **all** of the following are expected to attend an advisement and support session at Cochran MS on Monday, February 2 from 4:15 – 8:00:

- **TPAs:** TPA 1, TPA 2, TPA 3, TPA 4
- **Portfolio Tasks:** STTST, WBTCB, Community Connection, Networking One-On-One, 5/12/08 packet, 6/12/08 packet
- **My Life as a Teacher**
- **Coursework:** (ED 201, ED 211.11, ED 202A, ED 202B, ED 304A, ED 304B, ED 218, ED 219, ED 214C, ED 217, etc.)
- **ED 220 (online course)**
- **FACT – Context for Teaching (CFT)**
- **FACT – Initial Assessment of Teaching Practice (IATP)**

We also need the following documents turned in if you have not already done so:

- **CPR** cards
- **RICA** score reports
- **ED 220** completion certificates
- **CSET LOTE** Spanish Subtest III score reports

You will have to attend advisement and support sessions every time classes are being conducted until all of the above have been turned in. Failure to attend without cause will initiate the Jeopardy process.

Exit Interviews

All Multiple Subject DIs will send an e-mail to Gwendolyn Poché stating whether you plan to culminate in February or June. Please send the e-mail as soon as you can. Give an indication of when you will have all of your work done. These letters will help us to schedule the exit interviews.

Here are the locations, dates and times for the exit interviews and the appointments are on a first come, first served basis:

- Harbor Bldg., Fri., Feb. 6 4:15-8:45
- Cochran MS., Mon., Feb. 9 4:15-8:00
- Harbor Bldg., Tues., Feb. 10 4:30-8:00
- Harbor Bldg., Thur., Feb. 12 4:30-8:00
- Harbor Bldg., Fri. Feb. 13 4:15-8:45

Back Up Your Files

Remember to back up all of your DI files so you don't face the prospect of losing your data. It has happened to several of the DIs already.

ED 214C VAPA Makeup

Multiple Subject DIs who need to make up hours for VAPA will make up as many as 8 hours on **Saturday, January 31, 2009** from 8:00 - 4:30 at Cienega ES. It is the VAPA course ESEd 404ab from the Education Specialist program. You will be getting e-mails individually as to how many hours you need to make up. This is the **only opportunity** you will have to make up this time. You can present your VAPA lesson plan to Dan Ontell and Gwendolyn Poché as well as the reading assignments.

ED 217C – Health and Physical Education

The June culminating cohort will take the P.E. module of the course on **Saturday, February 28, 2009** from 8-5 at Cienega ES. If anyone who was supposed to take this class was absent on January 24 you are expected to attend on February 28th

RICA Prep

Good luck to those of you who are taking the RICA prep course on the 31st at Irving Middle School in preparation for the RICA exam on February 7th.

ED 304A June Culminating Cohort

Session four of ED 304A, Mathematics, will be held on Monday, February 2, 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.

For session five of the math course on February 9, if you need to make up a presentation from previous sessions, you are required to attend the **entire session** or you will not be given course credit.

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 **19 days** from culmination and counting. The June group is **138 days** from culmination. Keeps the work coming!

CAL TPAs

For the February culminating group 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 & Listening Proficiency in Spanish, is the next class in the series. The third class session at **GW Carver MS on Wed., February 4, 2009 from 5:15 p.m. – 9:00 p.m.** All BCLAD DIs must be present. Here are the sessions everyone will plan on attending at GW Carver Middle School:

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 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 – CORRECTION, PLEASE READ

All BCLAD candidates must go the credential office to pay the fee for the BCLAD authorization only if you have finished the

CSET LOTE Spanish Subtest III and you must bring the original copy of the score report. It is \$55 and they accept money orders. Call **Lydia Vaia** or **Catalina Tan** at **213-241-5581** to make an appointment for signing up and do only when you have the score report. You

cannot show up unannounced, you must have an appointment.

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

Please bring documentation of your CPR passage to **Cochran Middle School on February 2, 2009**.

FACT – Initial Assessment of Teaching Practice (IATP) and Context for Teaching (CFT)

This is a reminder that the Initial Assessment of Teaching Practice (IATP) and Context for Teaching (CFT) FACT assignments are now post due. **You cannot culminate on February 21 without finishing these tasks.** If you need any assistance or have concerns please get in touch with Daniel Ontell or Gwendolyn Poché.

Cochran Middle School

Please park in the areas abutting the school or on the school playground. Do not park in the areas around the neighborhood.

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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>
Search – RICA,
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Gwendolyn Poché, Editor