



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



CONFETTI!!!

Volume #14 Issue #44 NEWSLETTER

February 9, 2009

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



Human intellectual performance is far more fragile than we customarily think: it can rise and fall depending on the social context.*

This week, we report on rather recently published research findings to learn of added measures that can be taken within our classroom practices to improve the learning progress of our students, and to help our efforts to close the achievement gap.

To close the achievement gap, we must address negative stereotypes that suppress student achievement. Few people enjoy being reduced to a stereotype, especially when the stereotype has negative associations. We often change our behavior to avoid being viewed and treated as though the stereotype were true.

Recent research on how people cope with unflattering stereotypes about their groups, particularly those that allege intellectual inferiority, has found that stereotypic threat, and the responses it elicits, can play a powerful role in the relatively poor achievement of certain students – African Americans, Latinos, and girls in math-oriented domains. Researchers have found that understanding stereotypic threat has the potential to help educators narrow persistent achievement gaps.

To test this reasoning, the research project began with the hypothesis that the presence of negative stereotypic threat makes students anxious, which in turn, can depress their performance on challenging tasks such as tests. The researchers decided that if they could reduce students' apprehension about confirming the stereotype, they could reduce their anxiety and boost their performance.

In the first experiment, African American and white college students took a challenging standardized verbal test. In the control condition of the experiment, the test was presented in the standard way – as a measure of intellectual ability and preparation. However, in the experimental condition, the researchers sought to reduce stereotype threat by removing the relevance of the stereotype. Test takers were

told that the researchers were not interested in using the test to measure their ability; only to use it to examine the psychology of verbal probably solving. That was the only difference. The test was the same. The students were equally talented, and were allotted the same amount of time to complete the test.

On the test presented in a non-evaluative manner, the black students solved, on average, twice as many items as on the test that was presented in the standard way. The manner in which the test was presented had no effect whatsoever on the white students. In another

set of studies, the researchers found that by merely asking students to indicate their race on a demographic questionnaire prior to starting the test had a similarly debilitating effect on black students. When they thought the researchers were interested in race, their scores plunged.

Researchers are finding that stereotype threat doesn't prompt test takers to give up, or try less. Stereotype threat makes people try harder on tests. Such a reflex can be advantageous and boost performance on easy or well-learned tasks in which added effort pays off. But on difficult standardized tests, anything that compounds performance pressure is likely to be a handicap. Therefore, poor test performance does not necessarily reflect a lack of effort, but rather the fragility of intellectual performance. The research shows that students who are most vulnerable to stereotype threat are those who care the most and who are most deeply invested in high performance.

Studies indicate the benefits of teaching students to conceptualize their intellectual abilities as expandable rather than fixed. When we teach students to reconsider the nature of intelligence, to think of their minds as muscles that get strengthened and expanded — *smarter* — with hard work, we find that their negative responses to stereotype threat diminish. Stereotype threat can be overcome with the proper mind-set about the nature of ability, and this mind-set can be taught (Dweck, 1999).

*Source: Educational Leadership. Vol.62, No.3, November, 2004. pp. 14 – 19.

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.

How do you keep students on task? 1. Share real-life applications of what students are learning in class. 2. Give students some choices. 3. Make tasks achievable for all students. 4. Pique students' curiosity (provide opportunities for student research and discovery). 5. Encourage students to show others what they have learned.

Adapted from Better Teaching April 2007. vol.20, no.8.

CENTSE YEAR 1

ESEd: 407 Class continues online.

WINTER '08 M/M – Bancroft MS

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

CENTSE W 08

ESEd 515: Advanced Seminar in Special Education will begin on Feb. 9 and meet Feb. 18, 23, Mar. 2 & 9th. Readings are due Feb. 7th.

YEAR 1 MILD/MODERATE

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

YEAR 1 (IM/S)

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

YEAR 1 MODERATE/SEVERE

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

ESEd 202b: Curriculum & Methods of Teaching Reading will start Sat. Feb. 7th (8hrs.) and continue on Saturday Feb. 28th.

YEAR 2 M/M

Ed 304a: Curriculum & Methods of Teaching Math will end on Feb. 9. Please bring laptop to do Zoomerang.

YEAR 2 M/S

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

YEAR 3 & CENTSE II

ESEd 512: Technology in Special Education will begin on Feb. 9 and meet Feb. 18, 21, & 23rd.

YEAR 3 M/S

ESEd 520: Advanced Instruction in Life Skills, Leisure Skills & Self-Determination Instruction will begin on Feb. 9 and meet Feb. 18, 21 & 23rd.

WINTER 07 (YR. 3) & CENTSE WINTER 08

ESEd 515: Advanced Seminar in Special Education will start on Feb. 9th and meet through March 9th. Reading reviews are due Feb. 7th.

WINTER 06 & CENTSE WINTER '07

No classes.

Terri Kirkland terri.kirkland@lausd.net

323.932.2038

Judy Baines jab9938@lausd.net

323.932.2054

SINGLE SUBJECT PREPARATION DISTRICT INTERNS

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

Congratulations to all culminating interns!!!!

Exit Interviews: Exit Interviews are currently being scheduled for February 10, 12 & 17 from 4-8 pm. These interviews will only be held at Johnny Cochran Middle School. 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 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.

Culmination: Information regarding the February 21 Culmination will be found on the DI Webpage.

Preparation Semester 2 Winter '07 - '08

Multicultural Class: We look forward to seeing you on **Monday, February 9**, at Cochran MS for your final session of ED100.10, *Teaching in a Multicultural Society*. Please be sure to bring your presentations as they will be evaluated. Please bring a fully-charged laptop, as you will be completing your Zoomerang course evaluation and the end of the session.

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

Methods of Teaching Class: Here is a reminder of what's due in Session 5, **February 9.**

Presentation due, highlighting ONE lesson in your unit (refer to *Culminating Task.doc* and *Presentation Rubric.doc* in the session 1 folder on your CD for more information)
PowerPoint tutorial sites:
<http://www.bcschools.net/staff/PowerPointHelp.htm>
<http://www.microsoft.com/education/pptutorial.mspx>

Portfolio Class, WEDNESDAY

February 18: Plan and Deliver Unit due including:

- EOUA (two days, with writing prompt)
- Rubric for EOUA
- 10 lesson plans
- Student handouts/worksheets, copies of overheads, presentations... that go with the lessons

Denise Busby denise.busby@lausd.net
323 932-2055

Samuel Burke samuel.burke@lausd.net
323 932-2057

May Osher may.osher@lausd.net
323 932-2069

Multiple Subject District Interns

New Semester Starting on February 9, 2009

Best wishes for the second semester of the 2008-2009 school years that starts on February 9th. Keep up the good working making a difference for the children of LAUSD.

Culmination on February 21

The Culmination will be held at the California Science Center on Saturday, February 21, 2009. Those of you who are culminating please bring your families and your significant others with you.

Read the Confetti Every Week

Thanks to all of the Multiple Subjects DIs who keep up with the news in the weekly Confetti. Remember that reading the Confetti is how you keep up with what is going on in the program. Don't miss out on the latest in program news and updates.

Urgent Notice: If you have incomplete assignments and/or tasks, which may include the Pre-Service Orientation 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.

Advisement & Support on February 9, 2009

Multiple Subject interns who have not completed and turned in **all** of the following, are **expected** to attend the advisement and support working session at Cochran MS on Monday, February 9 from 4:15 – 8:00:

- **Orientation work**
- **TPAs:** TPA 1, TPA 2, TPA 3, TPA 4
- **Portfolio Tasks:** STTST, WBTC, 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.

We want every Multiple Subject DI to culminate before the end of the school year and we will work with you toward this end. We are here to assist you but you need to come in and work during class time.

There were several DIs who did not come on February 2, 2009 and they did not e-mail or call to say why they didn't come. Be at Cochran on the 9th and start working hard toward finishing everything before June.

Scheduled Exit Interviews

All Multiple Subject DIs who are eligible to culminate on February 21st have been e-mailed their appointment times, locations, dates.

If you were not given an interview appointment call Gwendolyn Poche and we will explain what needs to be done.

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. An intern had a computer stolen but, luckily, the files were backed up. Yes, bad things can happen.

ED 214C VAPA Makeup

Many DIs who needed to make up hours on the 24th for ED 214C did not avail themselves of the **only opportunity** to make up this time

last week. You need to develop a way to make up time and the coursework.

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 Exam on February 7, 2009

Good luck to those of you who are taking the RICA exam on February 7th. We know that all of your preparation will pay off.

ED 304A June Culminating Cohort

Session five of ED 304A, Mathematics, will be held on Monday, February 9, 2009 at Cochran Middle School. DIs who took the class in the past and need to present a lesson are required to attend the **entire session** or you will not be given course credit. Have all assignments ready for the final session. Be ready with your lessons and presentations. You will need to bring your fully-charged laptops for the Zoomerang™ survey.

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 **12 days** from culmination and counting. The June group is **131 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.

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 Lynne Parkhurst.

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.

Gwen Poche gwendolyn.poche@lausd.net
323.932.2024

Dan Ontell dontell@lausd.net
323.932.2043

Remember to make copies of all documents that you submit.

Professional Development & Leadership
Teacher Development and Support
Dr. Judith Elliott, Chief Academic Officer
Maria Wale, Assistant Superintendent
Mary H. Lewis, Director
mary.lewis@lausd.net
Telephone: 323.932.2055 FAX: 323.932.2040
U.S. Mail
Teacher Development and Support (TDAS)
Harbor Building
4201 Wilshire Blvd., Suite 303,
Los Angeles, CA 90010
School Mail
Harbor Building
Suite 303
Human Resources
Certificated Employment Operations Branch
Telephone: 213.241.5581
District Intern Website: <http://www.lausd.net/lausd/offices/di>
RICA Online Registration: www.rica.nesinc.com
RICA Practice Website: <http://gsep.pepperdine.edu>
Search – RICA,
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How are you Integrating Black History month into your curriculum?