



# CONFETTI!!!

Teacher Training Academy Pre-Intern Teaching Program District Intern Program Master Plan Teacher Training Program  
Volume #15 Issue #18 NEWSLETTER February 17, 2010

## All District Interns

### The Fifth S: It Takes Discipline...

Now that we have covered the first four of the "5S", we can complete the set with the final one. "Shitsuke", or discipline, draws together the other "4S", ensuring they are used properly. "Seiri" (organization) discipline means regular sorting out what is not needed immediately or at all, and ensuring the "putting away" rules are valid and used. "Seiton", or neatness, discipline ensures that the things that are used are always put away properly, so they can be quickly and easily retrieved. "Seiso" discipline ensures everyone always keeps things clean, and that things are in good working order. "Seiketsu", or standardization, is very much a method of discipline, leading to everything being available, visible, and clearly labeled.

The problem with people is that we are not perfect. We make mistakes, we forget, we do things incorrectly. We are not, after all, machines. When faced with the multiplicity of tasks in the workplace, we do our best, but the complexity and time pressures are more than we can cope with. We also get stuck in habits which are not helpful with our work. Habits are, however, very useful things, and if we can align them with the work disciplines of the "5S", we can forge them into a complete disciplined approach.

Education is an important method of changing how people think and act. Employees can be trained in following policies and in using tools and processes, making habits of known good practices. A disciplined education system ensures that learning is applied and delivers true value.

Learning on the job can also be an extremely effective form of education, as the speed of

feedback is often much faster and you can see more rapidly the results of ill-discipline. For this to work, however, people must be permitted to make mistakes (but not permitted to keep making the same mistake). A focus on learning from all experiences is one of the most effective methods of discipline there is.

There are many tools to ensure jobs get done as they should. A simple one is the checklist. With the discipline of ticking off actions that are to be completed, you can guarantee that a job will get done correctly every time.

It is easy to think that discipline means following rules only, and that using your brain is not required. In fact discipline is about thinking every bit, as much as, it is about doing. Disciplined thinking includes always following-up a problem with a causal analysis that identifies root causes that can be eliminated.

Discipline also means using creativity and innovation. This is where you are required to fully use all of your mental powers. Disciplined creativity is more than standing around dreaming. It includes understanding how creativity actually works, and then playing the mind like an instrument. There are many well-defined methods that can enhance people's creative potential.

A common area where failure occurs is in the communication between people. When a teacher intends to communicate something, they have to do it through the limitations of language, which students then have to interpret. This leads to many misunderstandings and problems. Discipline in communication includes utilizing clear language and, importantly, checking that people have understood properly (for example, by asking them to summarize back to you what you have just said). The use of signs and labels (as in

“Seiketsu”) can provide clear communications where they are needed.

Clear responsibility leads to discipline, just as lack of responsibility leads away from it. If you and I both have responsibility for something, it is easy for both of us to assume that the other person will complete the task. Division of jobs leads clear responsibility, but can also lead to a divided workforce. It is important that everyone feels responsibility for the whole classroom and for the well-being and success of everyone else.

Reprinted from *Quality World, the journal of the Institute for Quality Assurance: orig. pub. January, 2002*

## EDUCATION SPECIALIST DISTRICT INTERNS

### District Intern Education Specialist:

**Engage students with intrinsic motivation. Students who are not engaged in learning may disrupt your classroom. To engage your at-risk students, use intrinsic motivators. Build on their inner needs. 1) Curiosity –kids are use to constant stimulation, 2) Competence-chunk the material, 3) Choices-students need to feel in control. Adapted from Better Teaching, Oct. 2007, vol.20, no.2**

### CENTSE YEAR 1 M/M

**ESEd 402a:** Assessment and Instruction for M/M Disabilities will continue to meet on Monday, February 22<sup>nd</sup>, and Monday, March 1<sup>st</sup>. Bring all materials to class. Saturday, February 20<sup>th</sup>, Portfolio class is scheduled in the a.m. from 8:00-11:45 a.m.

### CENTSE YEAR 1 M/S

**ESEd 322:** Assessment, the IEP and Instruction for M/S Disabilities will meet on Monday, February 22<sup>nd</sup>, and Monday, March 1<sup>st</sup>. Saturday, February 20<sup>th</sup>, Portfolio class is scheduled in the a.m. from 8:00-11:45 a.m.

### WINTER '08 M/M

**Ed 304:** Curriculum and Methods of Teaching Match will continue to meet on Monday, February 22 and end on Monday, March 1st.

### CENTSE W 08

**No classes scheduled for the week of February 15-19, 2010.**

### M/M Year 1

**ESEd 402a:** Assessment and Instruction for M/M Disabilities will continue to meet on Monday, February 22, and on Monday, March 1<sup>st</sup>. Bring all materials to class. Saturday, February 20<sup>th</sup>, Portfolio class will be in am, 8:00 – 11:45.

### M/S Year 1

**ESEd 322:** Assessment, the IEP and Instruction for M/S Disabilities will meet on Monday, February 22<sup>nd</sup>, and Monday, March 1<sup>st</sup>. Saturday, February 20<sup>th</sup>, Portfolio class is scheduled in the a.m. from 8:00-11:45 a.m.

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

**Ed 304:** Curriculum and Methods of Teaching Math will continue to meet on Monday, February 22, and end on Monday, March 1st. Saturday, February 20<sup>th</sup>, Portfolio class is scheduled in the a.m. from 8:00-11:45 a.m.

### YEAR 3 AND CENTSE II

**ESED 510:** Transition, Vocational and Career Development will continue online through Saturday, February 20<sup>th</sup>.

### YEAR 3 M/S

**ESE 510:** Transition, Vocational and Career Development will continue online through Saturday, February 20<sup>th</sup>.

### WINTER 06 AND CENTSE WINTER '07

**No classes**

### Winter 07/08 M/M

**No Classes**

Regards,

The Education Specialist Team

**Lynne Parkhurst** [lynne.parkhurst@lausd.net](mailto:lynne.parkhurst@lausd.net)  
(213) 241-5308

**Ellen Hirsch** [ellen.hirsch@lausd.net](mailto:ellen.hirsch@lausd.net)  
(213) 241-5303

**Dr. Terri Kirkland** [terri.kirkland@lausd.net](mailto:terri.kirkland@lausd.net)  
(213) 241-5305

## Single Subject District Interns

### All Cohorts

#### Submission of CalTPA Tasks

All CalTPA submissions are to be done by e-mail. Here are the guidelines:

- Download the tasks directly from the California [CTC website](#), which can be accessed through the [DI Website](#).
- CalTPA task responses are saved Microsoft Word™ documents. Don't forget to put your employee number in the document header.
- Artifacts are scanned as black and white PDFs (unless color is necessary) and are submitted with the same e-mail as attachments
- Video files can either be e-mailed (if the file is less than 10 MB) or hand delivered on CD-ROM, DVD-ROM or in a USB drive.

E-mail all CalTPA submissions to Dan Ontell at [dontell@lausd.net](mailto:dontell@lausd.net).

Following these guidelines will ensure a faster turnaround of the CalTPA tasks.

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

#### ED 200.19B Portfolio Class

Monday, February 22, 2010 is the first session of **ED 200.19B, Portfolio Development: Construction, Reflection and Assessment**.

This class has a whole slew of new portfolio assignments. So you need to turn in all of the old assignments.

Be ready to turn in My Life as a Teacher (MLAAT) entries 11-15. Interns who have not turned in entries 1-5 or 6-10 may also turn those in for credit.

#### ED 200.19A Portfolio Class Past Due Assignments for Summer/ Fall '09-'10

For some members of the cohort, the following assignments are now past due, and need to be submitted **immediately**:

- **CalTPA Subject Specific Pedagogy (SSP)** task to be e-mailed to Dan Ontell, as an attachment.
- **CalTPA Designing Instruction (DI)** task to be e-mailed to Dan Ontell, as an attachment.
- **My Life as a Teacher (MLAAT)** entries 1-5, and entries 6-10.
- **What's Behind the Classroom Door- A (WBTCDA)** Portfolio task, tabbed and in a binder.
- **Spending Time to Save Time (STTST)** tabbed and in a binder.
- **What's Behind the Classroom Door-B (WBTCDB)** Portfolio task, tabbed and in a binder.

**SECOND NOTICES** were e-mailed to Summer/Fall 2009-10 cohort members who have not completed one or more of the portfolio tasks. Complete these important portfolio tasks soon. We will be calling you in to the Beaudry Building to sign contracts with completion dates for these assignments.

#### Work Contract Appointments

Members of the S/F 2009-10 cohort who are behind in coursework, portfolio work CalTPA submissions or Orientation work will have to come to the Beaudry building to work out a contract with completion dates for incomplete work.

#### ED 200.1 and ED 200.12 Courses Past Due Assignments for S/F 09-10

If you have not completed **ED 200.1** (Classroom Management) or **ED 200.12 (ELD)**, it is time to get the work for those classes turned in.

Moodle is still open for late submissions of work. Please, go into Moodle and do the assignments that you are missing so we can get those of you who have not completed the course up-to-date.

If you have any questions about the work, please contact Dan Ontell, Sam Burke, or Denise Busby.

### Summer District Intern Orientation Work

Interns are reminded to complete your Orientation work now, because **almost six months** have now passed, since the end of DI Summer Orientation. Many of you have partially completed Orientation work, but as of this date **only 3 out of the 24** members of the cohort have been awarded salary points for 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:

**Dave Harris**

[william.d.harris@lausd.net](mailto:william.d.harris@lausd.net)

(213) 241-5481

**Paula Stokes**

[paula.stokes@lausd.net](mailto:paula.stokes@lausd.net)

(213) 241-5480

### Backing-Up District Intern Program Work

We know we have published this message before, but yet again, someone in the DI program has lost their DI 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 did not backed-them up.

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

Interns in the Summer/Fall 09-10 cohort have already lost data, so this is a serious wake-up call to back-up date in multiple locations.

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

#### ED 200.16 Voices of Diversity - Session #5

We look forward to seeing you on **Monday, February 22, 2010**, for the first session of **ED 200.19C, Portfolio Development: Construction, Reflection and Assessment**. You will begin the **Formative Assessment for California Teachers (FACT)** component of your preparation program.

### **Preparation Semester 3 Summer/Fall '08-09 Cohort**

#### Culmination – Congratulations!

We will be having Culmination this year 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. Please read the **Culmination Letter** posted at the District Intern website at: <http://www.lausd.k12.ca.us/lausd/offices/di/>

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

Congratulations!

#### Exit Interviews and Culmination

We have scheduled **exit interviews** for interns who have completed all work to date. Note: **ALL** coursework must be completed **before** we can schedule your interview.

#### S/F '07-'08 Cohort Interns on Extension S/F '08-'09 Cohort Interns on Extension W'07-'08 Cohort Interns on Extension Early Completion Option (ECO) Candidates

If you have not completed all coursework and/or tasks, your attendance is required on Monday, February 22, 2010, at Cochran MS from 4:15 – 8:00 p.m. for advisement and support. Please bring your laptops and all books and materials needed to complete unfinished District Intern Program work.

**Sam Burke**

[samuel.burke@lausd.net](mailto:samuel.burke@lausd.net) (213) 241-5467

**Dan Ontell**

[dontell@lausd.net](mailto:dontell@lausd.net) (213) 241-5468

**Denise Busby**

[denise.busby@lausd.net](mailto:denise.busby@lausd.net) (213) 241-5466

Remember to make copies of all documents that you submit

# President's Day



Human Resources  
Teacher Development and Support  
Vivian Ekchian, Chief HR Officer  
Gina Smith-DeVillie, Administrator  
Peggy Taylor Presley, Director  
peggy.presley@lausd.net  
Telephone: 213.241-5466 FAX: 213.241-5494

#### U.S. Mail

Teacher Development and Support (TDAS)  
333 South Beaudry Avenue,  
Los Angeles, CA 90017

#### School Mail

District Intern Program  
Beaudry Building – 14<sup>th</sup> Floor  
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](http://www.rica.nesinc.com)

RICA Practice Website:  
<http://gsep.pepperdine.edu>  
Search – RICA,

*Confetti!!!* is published weekly by Teacher  
Development and Support /District Intern  
Mirna Hamamoto, Editing Secretary  
Denise Busby, Chief Editor