



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



CONFETTI!!!

Volume #14 Issue #51 NEWSLETTER

April 20, 2009

*A Message from Mary H. Lewis,
Administrator*



When developing plans for academic lessons, it is possible to side-step key elements that could contribute more to the delivery of the lesson than to the time saved by their omission. There are six elements of lesson planning that can be side-stepped, but, that when included into the delivery of a lesson, are known to increase student learning.

Learning is Social. Although the goal of a lesson is to teach academic content, or a specific skill, teachers need to be continually aware that learning is more effective and rewarding when students can interact with their teachers and with each other. A valuable forum for sharing and gathering information and increased learning is created by having students interact with others. Such an opportunity cannot occur in isolated learning activities.

Learning requires an appropriate physical environment. It is important to create a physical environment appropriate for the content being taught. By arranging the class in circles, utilizing small group settings, or, even going outdoors, the learning of specific materials is enhanced. For some activities, spaces may need to be created for students to talk, meet with you, or to plan an experiment.

Learning is increased by application. Doing is more powerful than hearing. Applying what we learn is more powerful than memorizing it. Students will always learn more and retain more as a result of what they have done, than by what they have been told. The role of telling and lecturing should be reduced whenever possible; every opportunity should be used to give students experiences to try out and apply what they are learning.

Remember, failure to learn is usually the fault of the teaching mechanism, not the student. As hard as this may be to hear, the reality is that if the student resists learning experiences, or does not respond to them, the problem is usually that the learning situation does not work for the student for some reason.

We need to determine the reason and do what we can to adjust. The student may not see the relevance or importance of the information, or the lesson. The teacher may be seen as less-than-interested in his success. The student may not grasp the connection between academic work and a job. The list is potentially endless. The professional point is: if we want to increase learning, we must first try to adjust the framework, before blaming the student for not learning.

Unlearning can be just as important as learning. Because human beings are creatures of habit and students are a part of this reality, we may have to help students unlearn before they can learn at new levels. For instance, students may have their own ways of studying or preparing for tests that are ineffective. Other students become accustomed to holding and employing the same negative attitudes and behaviors in class while listening to the teacher or doing independent work. When we are not seeing the learning we expect, we need to look for interfering habits. It may take time, but before students can learn at new levels, we may have to help them unlearn these impediments.

Source: Adaptation of Master Teacher

Thanks

Mary

EDUCATION SPECIALIST DISTRICT INTERNS

How to best use your para-educators in the classroom? They are a crucial part of the team in a special education or inclusive classroom. Here are some ways to utilize your Para educator to fulfill your student needs. 1. Schedule weekly meetings to communicate. 2. Set weekly goals to target specific needs. 3. Model instruction. Adopted by better Teaching Elementary Edition. March 2007.vol.20, no.7

CENTSE W 09 & WINTER 09

ESEd 405: Methods of Positive Behavior Support will meet on Saturday, April 18 for 8 hours at Cienega. Please bring Champs, BIM, and Articles books, laptops and power cords, and surges are needed for class.

CENTSE YEAR 1

ESEd 512a: Technology to Support Student Learning will begin on April 20th at Cienega. All other sessions are online.

WINTER '08 M/M – MS

ESEd 218: Curriculum & Methods of History/Social Science will continue to meet on Saturday, April 18 at Bancroft for (4 hrs.), 20, & 27th.

CENTSE W 08

Combined with Year 3, Winter 07. 514 Classes.

YEAR 1 MILD/MODERATE

ESEd 402.1a: Portfolio Construction & Reflection will meet on April 20th in the staff lounge and then have an Autism presentation. Community Connection is due May 11th.

CENTSE YEAR 1 (M/S)

ESEd 324: Collaboration, Communication Skills & Inclusive Practices for Special Education will continue to meet on Saturday,

April 18 at Bancroft for (4 hrs.), 20 27 & May 4th.

YEAR 1 MODERATE/SEVERE

ESEd 324: Collaboration, Communication Skills & Inclusive Practices for Special Education will continue to meet on Saturday, April 18 at Bancroft for (4 hrs.), 20 27 & May 4th. Community Connection is due May 11th.

YEAR 2 M/M

ESEd 218: Curriculum & Methods of History/Social Science will continue to meet on Saturday, April 18 at Bancroft for (4 hrs.), 20, & 27th.

Year 2 M/S

ESEd 218: Curriculum & Methods of History/Social Science will continue to meet on Saturday, April 18 at Bancroft for (4 hrs.), 20, & 27th.

YEAR 3 & CENTSE II

ESEd 510: Transition, Vocational & Career Development will continue to meet on April 20, 25 & May 4th.

ESEd 516: Professional Development & Relationships will meet on Saturday April 18 for 4 hrs. at Cienega. Induction Plans are due!!!
Ed 702g: Teaching English Learners will meet on Saturday April 18 for 4 hrs. Final assignments are due!!!

YEAR 3 M/S

ESEd 510: Transition, Vocational & Career Development will meet on April 20, 25 & May 4th.

ESEd 516: Professional Development & Relationships will meet on Saturday April 18 for 4 hrs. at Cienega. Induction Plans are due!!!
Ed 702g: Teaching English Learners will meet on Saturday April 18 for 4 hrs. Final assignments are due!!!

WINTER 07 (YR. 3) & CENTSE WINTER 08

ESEd 514: Advanced Assessment, Curriculum, Instruction & Program Evaluation

will continue to meet on Saturday, April 18 at Cienega for 8 hours.

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SINGLE SUBJECT PREPARATION DISTRICT INTERNS

Lesson Planning Workshop Scheduled! The District Intern Program will hold a three-part series on effective lesson planning in April, 2009. This series includes strategies to make the most of your instructional time, selecting assessments that inform you about your students' progress in your class, and developing a unit plan that gives students a clear view of 'The Big Picture'. You can still attend the final session on Wed. April 22, 2009, 4pm – 8pm at the Harbor Bldg., 4201 Wilshire Blvd., Suite 335. Please park in the lot across the street; use **new Parking Code #0909** to enter the lot. Remember to bring your laptop and any textbook materials that you are currently using in your classroom. Please RSVP to Samuel Burke at samuel.burke@lausd.net

Pre-Induction Semester 3 Winter '07 - '08

ED 200.2 Advanced Classroom Management Class: We look forward to seeing you on **Monday, April 20**, at Cochran MS for your second session of *ED200.2 Advanced Classroom Management*. This session will focus on the understanding and management of anti-social behavior. Please be sure to bring a fully-charged laptop computer to this class.

Makeup for Advanced Classroom Management – 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. *Important* – be sure to complete the **Makeup Verification Form** when submitting any online makeup.

Preparation Semester 2 S/F '08-09

Looking Ahead; Voices of Diversity – Remember that Monday, April 20, will be your third session of ED200.16, *Voices of Diversity*. Please be sure to bring all of your books and your laptop computers as we have a very busy schedule for this important course session.

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

Preparation Semester 1 Winter '08-09

WELCOME!!! We look forward to seeing you on **Monday, April 20**, at Cochran MS for your final session of, **ED 200.1 Classroom Organization and Management**. Be sure to bring your surveys and your Class Report and School Accountability Report Card. Also, make sure you bring your CHAMPS text and charged laptop.

Classroom Management: Please come prepared to do the 3 minute Culminating Task required for Session 5.

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Multiple Subject District Interns

Support for Interns on Extension

Interns who have to make up coursework, late TPAs, portfolio assignments, tardies and absences **must attend** advisement and support working sessions every Monday at Cochran MS from 4:15 p.m. – 8:00 p.m. Failure to attend these meetings can start the jeopardy process.

Culmination Date

The Culmination for the District Intern Program will be on **Saturday, June 13, 2009**. The time and place have yet to be determined but plan on being there. There are now **53 days** until culmination.

The exit interviews for multiple subject interns will be held at Cochran Middle School on **Monday, June 1, 2009 from 4:00 – 8:00 p.m.** Please have all of your coursework and TPAs completed before that date. Please have your presentations completed by them.

ED 304b– Curr. & Methods of Tchq. Science

The third meeting of **ED 304B, The Curriculum and Methods of Teaching Science**, will be at Cochran Middle School on Monday, April 20, 2009 from 4:15 p.m. – 8:00 p.m. Keep up with your readings and work.

ED 200.19C – Portfolio Class - FACT

Context for Teaching (CFT) is now post due and the **Initial Assessment of Teaching Practice (IATP)** was introduced and will be due on **May 18, 2009**. Start finishing these important tasks.

Best Wishes on the RICA Exam

For those of you taking the RICA on Saturday, April 18, best wishes.

Multiple Subject Interns on Extension - TPA Tasks

Final Notices were e-mailed to all interns who have not completed TPA 3 or TPA 4. If you are a multiple subject intern on extension we need to have TPA 3 turned in by **Monday**,

April 27, 2009. We need to have TPA 4 turned in by **Monday, May 4, 2009**.

If we do not have these two TPAs turned in by these dates we will initiate the Jeopardy letter process. If you have any questions please contact Dan Ontell or Gwendolyn Poché.

Multiple Subject Interns on Extension – ED 301A

If you have not submitted **ED 301A, Networking One-on-One**, please do so as quickly as possible. Final Notices for this assignment were e-mailed and the due date is April 20. If this is not turned in on this date the Jeopardy process will be initiated. . If you have any questions please contact Dan Ontell or Gwendolyn Poché.

BCLAD Candidates

If you have been doing your observations, e-mail the observation write ups to Dan Ontell or bring them to Cochran Middle School on **Monday, April 20, 2009**. You will then get your CESRs.

Do not go to HR to file for your BCLAD authorization until you hear from Dan Ontell or Gwendolyn Poché.

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Remember to make copies of all documents that you submit.

Professional Development & Leadership

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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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Gwendolyn Poché, Editor