



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



CONFETTI!!!

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June 15, 2009

*A Message from Mary H. Lewis,  
Administrator*



"Excellent teaching is a delicate balance of science and artistry." This is the concept with which we began the year. Now, looking back over the 2008-2009 school year, it is advisable that you to note the elements of this approach toward teaching that you find consistent with your improved skills. Remember, however far you believe you still have to go to be a "good" teacher, you have come a long way toward meeting your goal.

First, excellent teaching includes setting goals: goals that focus on both teacher and student behaviors. For the teacher, the goals involve teaching effectiveness and ongoing professional learning and growth.

The *teaching-related* goals articulate how your teaching will make a difference in student learning: what will be learned, how much and what impact the learning will have on the learner. *Professional development* goals detail the aspects and application of new learning that will move teaching skill and effectiveness to the next level – whether related to content, unique student differences, instructional techniques, or assessment.

Goals focused on students are specific and articulate the differences that will influence the minds, hearts and lives of students. The goals of excellent teaching move beyond the classroom into the home, into the following semester and ultimately, help to define the life to be experienced by the students.

Second, excellent teaching depends on careful planning, but is not restrained by it. Key outcomes are planned, significant sequences are determined, and important activities are structured and interconnected. However, the plan is always considered as a guide. If an unanticipated connection is made by a student, excellent teaching requires the teacher the freedom to acknowledge, follow-up and use this connection to enrich learning within the context of the lesson of the day.

Third, excellent teaching includes a highly productive arrangement of learning space. The classroom furniture, visual enhancements, and other classroom items are thoughtfully positioned and incorporated into the learning design. At times, desks and chairs are clustered into small groups or a circle, or pushed aside so that students can talk in groups and move easily among classmates. The design of the room should always be dependent upon the learning goals and support learning of the lesson. Note: ACTS members are advised to confirm their understanding guidelines for classroom environment settings with their mentor teacher and/or school management team prior to making drastic changes.

Fourth, excellent teaching requires utilizing every resource practical, (whether collected, borrowed, or "leased"), to support, enrich and reinforce learning. Teacher imagination, life experiences, knowledge of students, and the purpose of learning combine to identify the best resources for use. Rarely is the textbook the sole source of information or the only stimulator of learning. Ideas from other teachers, common household items, student experiences, and

interesting stories that are relevant to a lesson, when used effectively, have equivalent footing with a school media center, video collection and the Internet, and other tools of greater sophistication.

Fifth, excellent teaching anticipates and neutralizes potential problems and distractions to reduce off-task behaviors and the need for discipline. This level of teaching moves beyond planning what we want to happen, to considering what we want *not* to have happen. This "upstream" planning captures and maintains student attention so that the misbehavior is less likely. However, it also includes comparatively few, but important rules. Rules are confined to protecting the safety of students and the quality of the environment for learning. These rules are often developed with the active involvement of students to create understanding of the need for appropriate behavior and to nurture ownership among the students who are expected to follow them.

Sixth, excellent teaching involves thinking in advance about how learning will be measured and, then, designing effective, manageable approaches. Student learning occurs at many levels, at varying times and with varying complexity. Some of these learning variables lend themselves to be captured on paper and others can be assessed by formal, traditional testing. Excellent teaching may involve observation, discussion, performance, journaling, reflection, and other assessment strategies. However, the assessment strategy should be always matched to the learning that is to be measured.

Our efforts and expectations for students can be no less than what we expect of ourselves. However, even more than effort and expectation, the science and artistry of excellent teaching must be present and employed prior to, during, and after the teaching and learning process. Excellent teachers use every resource available to create optimal conditions for learning. The teaching act is the time when everything comes together for the students and the plan is realized.

Adapted from *The Master Teacher*, volume 34, Number 7

Thanks

Mary

## EDUCATION SPECIALIST DISTRICT INTERNS

Please continue to complete all coursework, portfolios and missing hours. Save the date--- June 13 is Culmination at Cochran Middle School.

**All classes now meet at Bancroft Middle school.**

### CENTSE W 09

**ESEd 402c:** Reading Instruction for Students with Special Needs Will continue to meet through June 15<sup>th</sup>. Portfolio class changed to 6/18 at the Harbor Building.

### WINTER 09

Will combine with M/S Year 1 at Bancroft. Ed 211.11g" Curriculum & Methods of Teaching English Language Development will continue to meet June 15. Portfolio class changed to 6/18 at the Harbor Building.

### CENTSE YEAR 1

Culmination is June 13<sup>th</sup>. at Santee Complex

### Winter '08 M/M-MS

- Classes resume August.

### YEAR 1 MILD/MODERATE

**ESEd 211.11g:** Curriculum & Methods of Teaching English Language Development will continue to meet on June 15. Checkout June 22<sup>nd</sup> Bancroft.

### CENTSE YEAR 1 (M/S)

**ESEd325:** This class will continue to meet June 17 and 24 at the Harbor Building. Checkout June 22<sup>nd</sup> Bancroft.

### YEAR 1, MODERATE/SEVERE

**Ed 211g:** Curriculum & Methods of Teaching English Language will continue to meet on June 15. Checkout June 22<sup>nd</sup> at Bancroft

**ESEd 325:** This class will continue to meet June 17 and 24 at the Harbor Building.

### YEAR 2 M/M

Culmination is June 13<sup>th</sup>. at Santee Complex.

### Year 2 M/S

Culmination is June 13<sup>th</sup>. at Santee Complex.

### YEAR 3 & CENTSE II

Culmination is June 13<sup>th</sup>. at Santee Complex.

### WINTER 07 (YR. 3) & CENTSE WINTER 08

**ESED 512b:** Technology in Special Education will continue online to June 22<sup>nd</sup>.

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323.932.2054

## SINGLE SUBJECT PREPARATION DISTRICT INTERNS

**Congratulations to all culminating interns!!!!**

### Pre-Induction Semester 3 Winter '07 - '08

**Culmination:** Information regarding the June 13 Culmination will be found on the **DI Webpage**. Please be sure to arrive early so that we can provide you with all the necessary instructions for this event. Dress well; your family will be watching you... Congratulations!

### Preparation Semester 2 S/F '08-09

**Looking Ahead; Teaching in a Multicultural Society** – This course is nearly over, so you will need to make sure that all of your submissions are ready to upload on Monday, June 15.

**All S/F 08-09 Interns!** – Please be sure to attend the **Portfolio Session** on Wednesday, June 17 at Cochran MS. We need to complete

a number of tasks including completion of CESR forms for the Multicultural class and

Portfolio class. Also, if you have any incomplete tasks that need to be submitted, now's the time to bring them in!

**Makeup for Classes** – If you missed a class, you **must email** a request for the makeup to Samuel Burke. 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**

**A Big Thank You!** The District Intern Preparation program would like to congratulate your cohort for having **perfect attendance** for the ED200.12 class, Methods of Teaching English Learners. We are very proud of your dedication to learning!

**Looking ahead...** We look forward to seeing you on **Monday, June 15**, at Cochran MS for your next session of, **ED 200.19a Portfolio Development and Construction**. Be sure to bring all of your ELL textbooks so that you can return them. Also, make sure you bring all materials needed to assemble your portfolio tasks and your TPA for submission.

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**Multiple Subject District Interns**

**Culmination**

Congratulations to the DIs who have culminated on Saturday, June 13. Best wishes for your future.

**Multiple Subject Schedules of Events**

This will be updated every week in the **Confetti** and is subject to change. Please take note of

the dates. **This calendar supersedes all previous calendars.**

DAY	DATE	TOPIC	LOCATION	TIME
SAT	06/13/09	CULMINATION	Santee Education Complex	09:00-01:00
SAT	06/13/09	RICA EXAM	Test sites	12:30-05:00
MON	06/15/09	All Assignments ED 219 Presentations	Cochran MS	04:30-08:00
TUE	06/16/09	<b>ALL TPAs DUE by 4:45 p.m.</b>	Harbor Bldg. 311	4:45
WED	06/17/09	Portfolio Tasks and Assignments	Cochran MS	04:30-08:00
THU	06/18/09	EXIT INTERVIEWS	Cochran MS	04:00-08:00
FRI	06/19/09	<b>All ASSIGNMENTS DUE AT 8:00 P.M.</b>	Harbor Bldg. 311	04:00-08:00
THU	06/25/09	Last day to file for Preliminary Credential at HR – Call Lydia for details and appointments one week before	HR @ Beaudry	Last Appointment 3:15 pm

**Exit Interviews**

Exit interviews will be conducted at Cochran Middle School on **Thursday, June 18, 2009 from 4:00 p.m. to 8:00 p.m.** You must have completed all of your coursework, TPAs and FACT assignments before this date. You must work on a PowerPoint presentation and have all of your portfolios in order. We have gone over the requirements and we will be setting up appointments as well.

If you need the exit interview packet be sure to contact Dan Ontell to get one.

**Going to HR to Sign Contracts**

Do not walk in to HR without an appointment because you will not be seen by HR staff. Always call first. Call **Lydia Vaia** at 213-241-5581 for any information related to credentials, subbing, contract signing, status, placement and other HR issues.

**ED 219– Teaching Ethnic Cultures**

The final professional development class of the multiple subject cohorts is online. ED 219, The Curriculum and Methods of Teaching Ethnic Cultures, is on the Moodle™ platform.

The course opened on **Friday, May 1, 2009** at 5:00 p.m. You need to go to the website and

enroll in the class using your LAUSD e-mail and single sign on:

<http://ol2.lausd.net>

When you get to the website and sign in click on the ED 219 link. If you have any questions e-mail Dan Ontell. Dan Ontell will e-mail you the enrollment code. Your work will be checked daily. The co-instructors for the course are Gwendolyn Poché and Dan Ontell.

We will do final presentations on Monday, **June 15, 2009** at Cochran Middle School. All assignments will be turned in electronically to the Moodle. Read the directions carefully.

As of now, all work for this course is considered to be late and you will be issued an LCCR.

### **ED 200.19C – Portfolio Class - FACT**

The FACT modules **Context for Teaching (CFT)** and the **Initial Assessment of Teaching Practice (IATP)** are past due. Most of the multiple subject DIs have finished them but we are still waiting on some others.

If you have any questions about CFT or IATP call **Felissa Luque** at 323-932-2056 or **Judy Lyttle** at 323-932-2037.

### **Support for Interns on Extension**

Interns who have to make up coursework, late TPAs, portfolio assignments, FACT assignments, tardies and absences **are required to attend** the advisement and support working session on **Monday, June 15, 2009** from 4:15 p.m. – 8:00 p.m., at Cochran Middle School. Most interns have been coming in and finishing a lot of work. However, some interns have not been coming in on Mondays and we will initiate the jeopardy process for those interns who are not coming as required.

Be prepared to turn in course work every Monday and whenever we conduct an event.

### **RICA Exam**

Good luck to those interns who are taking the RICA on June 13.

### **RICA Results**

Inform Gwendolyn Poché of your RICA test results as soon as you hear about them and forward the confirmation e-mail to her. This will help us in processing intern paperwork.

### **BCLAD Candidates**

Everyone who passed the CSET LOTE Spanish Subtest III (Test 147) and who completed the program coursework has had their paper work sent to CCTC in Sacramento for processing. You will all receive word on the status of your BCLAD authorizations. Check your LAUSD e-mail for updates. You cannot go to HR at this time. If you are still in the DI Preparation on extension you will have the BCLAD added to your credential when you apply for your preliminary credential.

When you process for your preliminary let HR know you finished the BCLAD work.

All of the interns who have gotten preliminary credentials already have their BCLAD authorizations.

### **Contact Information**

If you have any questions about anything related to the multiple subject program please contact us at the e-mail addresses and Gwendolyn Poché

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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](http://www.rica.nesinc.com)  
RICA Practice Website: <http://gsep.pepperdine.edu>  
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