



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



CONFETTI!!!

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NEWSLETTER

March 16, 2009

*A Message from Mary H. Lewis,
Administrator*



Given the understanding that instruction is more likely to be successful in classrooms that are well-managed, where students understand and demonstrate appropriate behaviors and resist behaviors that are unacceptable, in this week's editorial, we share some basic insights that may be of interest and support new teachers.

Classroom teachers establish guidelines so that students can function easily within a classroom that is physically and psychologically safe—and learn to the best of their ability. We realize that students will falter occasionally, but as long as the number of negative incidents is low and the students who misbehave do so infrequently, we tend not to become overly concerned. We understand that correcting the misbehavior of students is part of our responsibility, but also is learning how to avoid the pitfalls of handling misbehavior. One thing is certain: Overlooking specific pitfalls can and will cause problems. What follows is a discussion of five such pitfalls and suggestions to overcome them.

The first pitfall is ignoring misbehavior and waiting "too long or too late" to discipline a student. Inappropriate student behaviors seldom evaporate. Instead, they tend to grow. While small infractions are easier to resolve, when repeatedly ignored, they may soon grow into much larger problems that force your action and may not be easy to resolve. Therefore, it is in the best interest of the student, the class, and your classroom management efforts to address and correct small, inappropriate behaviors as quickly as they are noticed. While not necessary to stop class, you may need to look directly at students, and indicate by non-verbal behaviors, pointing a finger, shaking your head, or offering a quick verbal correction many times each day. You must not ignore inappropriate behavior. If the desired results do not occur from issuing a verbal correction, or other less obvious means, you must take additional action quickly. Do not wait if you want to avoid this pitfall.

The second pitfall is taking misbehavior personally, issuing group punishments, and responding too harshly and too strongly for each and every inappropriate behavior. It is considered more helpful to think "tiny consequences" and a "fast chance for the student to learn and change the behavior" rather than to react personally or to issue a major punishment. If this does not prove as effective as you like, you can apply stronger actions. When we focus on exaggerated consequences, rather than teaching appropriate and acceptable behavior, a teacher may not have many added options to use. If teachers become too harsh when dealing with minor infractions, or punish the class for the misbehavior of one student, they are likely to lose credibility with the whole class—and parents, fellow teachers, and administrators as

well. Continuing to use best and most effective discipline techniques focuses on self-discipline. This action requires teaching appropriate and acceptable behavior.

The third pitfall is the tendency to try to make a rule and a penalty for everything, which is not possible to do. That is why it is more reasonable to believe that students may not have become fully educated regarding acceptable behaviors. Behavior education is an ongoing process. Sometimes it is a process that students learn one step at a time. A way to avoid the "too many rules pitfall" is to limit the number of rules to no more than seven—then teach the "whys" and the "how-tos" of your rules, including appropriate behavior. We must realize that possibly some students may not ever have been taught the simplest rules of good manners and appropriate behavior.

The fourth pitfall is to believe discipline to be a negative. It is not. It is a positive—and self-discipline is a valued character trait. The classroom objective is to motivate students to choose appropriate and positive behaviors that serve them best—and to reject inappropriate and negative behavior because it works against them. One of the better ways to motivate students to choose appropriate behavior is to commend students for appropriate behavior and improvement. For instance, if a habitual talker only misbehaves once today, is he or she opting for acceptable or unacceptable behavior? Should the student be punished harshly after showing so much improvement? Of course not.

The fifth pitfall is not searching for the reason for the misbehavior. Remember all behavior is with purpose. A student behaves appropriately for a reason—and inappropriately for a reason. The reason for the misbehavior must be considered before you can position yourself to take action to change the behavior. Unless you know the reason for the behavior, you don't have the vital information needed to take action. But once you know the reason for the misbehavior, you are positioned to take the next effective teaching step. Whether it is an academic lesson or acceptable behavior, some students are unlikely to do what you desire without having to be taught. Many of the instructional skills we use to teach an academic lesson are the same skills needed to teach acceptable behavior.

Teaching students to learn appropriate behavior and to be self-disciplined is the ultimate goal. Unless students learn to behave in an acceptable manner and with self-discipline, we are likely to be correcting the same misbehavior over and over again. Any of the five pitfalls will make our task more difficult. For the best results, we must find wisdom in practicing the best instructional and discipline principles.

Adapted from The Master Teacher

Thanks

Mary

AN IMPORTANT MESSAGE FOR ALL DISTRICT INTERN PROGRAM PARTICIPANTS



Below is the text of the above Los Angeles Unified School District's Code of Conduct With Students that was released on July 15, 2008. You have probably seen this poster on your campus. Please read it carefully and reflect on its messages.

The most important responsibility of the Los Angeles Unified School District (District) is the safety of our students. All employees, as well as all individuals who work with or have contact with students, are reminded that they must be mindful of the fine line drawn between being sensitive to and supportive of students and a possible or perceived breach of responsible, ethical behavior.

While the District encourages the cultivation of positive relationships with students, employees and all individuals who work with or have

contact with students are expected to use good judgment and are cautioned to avoid situations including, but not limited to, the following:

1. Meeting individually with a student behind closed doors, regardless of gender.
2. Remaining on campus with student(s) after the last administrator leaves the school site. (There are exceptions, such as teachers rehearsing with students for a drama/music activity or coaching academic decathlon students, with approval of the site administrator in advance.)
3. Engaging in any behaviors, either directly or indirectly with a student(s) or in the presence of a student(s) that are unprofessional, unethical, illegal, immoral, or exploitative.
4. Giving student(s) gifts, rewards, or incentives that are not school-related and for which it is directly or implicitly suggested that a student(s) is (are) to say or do something in return.
5. Making statements or comments, either directly or in the presence of a student(s), which are not age-appropriate, professional, or which may be considered sexual in nature, harassing, or demeaning.
6. Touching or having physical contact with a student(s) that is not age-appropriate or within the scope of the employee's/individual's responsibilities and/or duties.
7. Transporting student(s) in a personal vehicle without proper written administrator and parent authorization forms on file in advance.
8. Taking or accompanying student(s) off campus for activities other than a District-approved school journey or field trip.
9. Meeting with or being in the company of student(s) off campus, except in school-authorized and/or approved activities.
10. Communicating with student(s), in writing, by phone/Email/electronically, via Internet, or in

person, at any time, for purposes that are not specifically school-related.

11. Calling student(s) at home or on their cell phone, except for specific school-related purposes and/or situations.

12. Providing student(s) with a personal home/cell telephone number, personal Email address, home address, or other personal contact information, except for specific school-related purposes and/or situations. Even though the intent of the employee/individual may be purely professional, those who engage in any of the above behavior(s), either directly or indirectly with a student(s) or in the presence of a student(s), are subjecting themselves to all possible perceptions of impropriety. Employees/individuals are advised that, when allegations of inappropriate conduct or behavior are made, the District is obligated to investigate the allegations and, if warranted, take appropriate administrative and/or disciplinary action.

Employees/individuals who have questions or need further information should contact their site administrator or supervisor, or may call the Educational Equity Compliance Office at (213) 241-7682.

July 15, 2008

EDUCATION SPECIALIST DISTRICT INTERNS

Here are some suggestions of how to use data to improve students' achievement. 1. Analyze student data. Collect all data see if there are any patterns. 2. Develop an instructional calendar for core subjects. Collaborate with other teachers on this. 3. Focus your instruction based on this calendar. 4. Assess regularly – at least every 3 weeks. 5. Provide additional instruction for students who don't meet standards. 6. Provide enrichment for students who have mastered the standards. 7. Continue to review and assess materials. 8. Use tools to monitor progress. Adapted from Better Teaching. March 2006. vol. 19, no.7

CENTSE W 09 & WINTER 09

ESEd 401a: Classroom Management & Instruction will continue online through Mar. 30.

CENTSE YEAR 1

ESEd 402a: Assessment & Instruction for M/M Disabilities will begin on March 16 and meet Sat. 3/21 (8 hrs.), 23 & 30. Please bring your articles and CORE Books.

WINTER '08 M/M – MS

ESEd 304b: Curriculum & Methods of Teaching Science will continue to meet on March 16 & 23.

CENTSE W 08

Combined with Year 3, Winter 07. 515 Classes.

YEAR 1 MILD/MODERATE

ESEd 402a: Assessment & Instruction for M/M Disabilities will continue to meet on March 16, 23, 30 & April 13. This is a mandatory face to face class. Please bring your laptop & ensure syllabus downloaded prior to class. There are no make-up packets. *1,000 Words* are due.

CENTSE YEAR 1 (M/S)

ESEd 512a: Technology for Students with M/S Disabilities will begin on March 16 and meet Sat. 3/21 for 8 hrs.

YEAR 1 MODERATE/SEVERE

ESEd 512a: Technology for Students with M/S Disabilities will begin on March 16 and meet Sat. 3/21 for 8 hrs.

YEAR 2 M/M

ESEd 304b: Curriculum & Methods of Teaching Science will continue to meet on March 16 & 23.

YEAR 2 M/S

ESEd 304b: Curriculum & Methods of Teaching Science will continue to meet on March 16 & 23.

YEAR 3 & CENTSE II

ESEd 509: Collaborative Teaching & Consultation will continue to meet March 16 & 23.

YEAR 3 M/S

ESEd 523: Advanced Behavioral, Emotional, Environmental Supports will continue to meet March 9, 16 & 23.

WINTER 07 (YR. 3) & CENTSE WINTER 08

ESEd 515: Advanced Seminar in Special Education will continue to meet on Mar. 2 & 9th.

WINTER 06 & CENTSE WINTER '07

Terri Kirkland terri.kirkland@lausd.net
323.932.2038

Judy Baines jab9938@lausd.net
323.932.2054

SINGLE SUBJECT PREPARATION DISTRICT INTERNS

Orientation Workshop Scheduled!

District Intern Orientation Lab Day is scheduled from 4pm to 8pm Wednesday, March 18, 2009 in Rm. 335 at the Harbor Building, 4201 Wilshire Blvd. Please park in the lot across the street; use Parking Code #0809 to enter the lot. This is an opportunity to work on Orientation assignments, get assistance on your STTST Unit Plan and Lessons, and make-up attendance hours. You are not required to attend all four hours. Stay as long as needed. Remember to bring your laptop. Please RSVP as space can be limited Dave Harris: william.d.harris@lausd.net or Paula Stokes: paula.stokes@lausd.net

Pre-Induction Semester 3 Winter '07 - '08

ED 200.15 ISCA Class: We look forward to seeing you on **Monday, March 16**, at Cochran MS for your third session of ED 200.15 *Integrating Standards, Curricula, and*

Assessment course. Be sure to bring all of your data that you will be using to make your revision notes.

Makeup for ISCA – Makeups for the ISCA class are available online. Please be sure to complete your makeup before the next regularly scheduled class, as there is much to prepare for each session. *Important* – 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 2 S/F '08-09

ED200.20 Methods of Teaching Reading

Class: We look forward to seeing you on **Monday, March 16**, at Cochran MS for your fourth session of ED 200.20, *Methods of Teaching Reading*. Please be sure to bring your laptop with the Plan and Deliver Unit including: EOUA (two days, with writing prompt), Rubric for EOUA, 10 lesson plans, and Student handouts/worksheets, copies of overheads, textbooks, presentations... that go with the lessons

Makeup for Methods of Teaching Reading – 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.

In Person Makeup for Portfolio class – If you missed a previously scheduled portfolio class, a makeup is scheduled for Tuesday, March

24th at the Harbor Bldg., from 4:15pm to 8pm. Please be sure to bring your portfolio tasks, TPA tasks, and a fully charged laptop to this session. Please park in the lot on the southwest corner of Wilshire Blvd. and Crenshaw Blvd. Use code #0809 for entry into the lot.

Preparation Semester 1 Winter '08-09

WELCOME!!! We look forward to seeing you on **Monday, March 16**, at Cochran MS for your first course, **ED 200.1 Classroom Organization and Management**. Class begins promptly at 4:15pm and will run until 8:00pm. Please be sure to fully charge your laptop and bring it with you.

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Samuel Burke samuel.burke@lausd.net
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May Osher may.osher@lausd.net

Multiple Subject District Interns

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 **88 days** until culmination.

ED 202b – Reading and Language Arts

The fourth meeting of **ED 202B** will be at Cochran Middle School at the regular time on Monday, March 16, 2009 from 4:15 p.m. – 8:00 p.m. Bring all of your work and your laptops. Those of you who have not completed all of the work for ED 202A please do so quickly. Giancarlo Mercado will teach a seminar on the Writing Process.

ED 217C – Health and Physical Education

Be sure to turn in your health and PE lessons with evidence that you taught the lesson. You can turn them in on Monday the 9th or via e-mail. You must do a PE **and** a health lesson to receive course credit.

Support for Interns on Extension

Interns who have to make up coursework, late TPAs, portfolio assignments, tardies and absences **are expected** to be at Cochran Middle School on Monday, March 16, 2009 from 4:15 p.m. – 8:00 p.m., even if you have

already received credit for ED 202B. You are expected to be present whenever we are running courses until you have met the culmination requirements. The interns on extension will scan in at the parent center and proceed to room 107 to finish course work.

If you are turning in work please bring the work with cover sheets and submit the scoring rubrics for all portfolio tasks.

Second and Third Notices

In accordance with the DI Program Standards and Guidelines signed by all DIs during Orientation, second and third notices were sent to DIs who have incomplete coursework. Advisement appointments will be arranged in March. If late course work is not received in a timely manner the Jeopardy Process will be initiated and a Jeopardy letter will be sent to HR and to your administrator that says you are not meeting the requirements for the DI Program.

Revised Calendar

The revised DI Multiple Subject calendar for the 2008-2009 school year was e-mailed to the June culminating cohort. Please refer to all of the program dates of the calendar.

Back Up Your Computer Files

We run this message over and over because of the urgency of the matter.

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. We suggest that you back up your data to a flash drive and to an external hard drive as well as leaving a copy on the computer hard drive.

If you use a DI computer regularly update the antivirus protection, program the computer to run daily virus scans, and run the defragmentation program to defragment your hard drive. As per **the Limited-Term Loan of Equipment Contract** you have all signed, **do**

not use the computer for non-DI program purposes as this has been the cause of many computer viruses and crashes.

BCLAD Classes

The next BCLAD class will be on Saturday, March 21, 2009 at Cienega ES from 8:00 a.m. -12:00 p.m. It will be sessions two and three of **ED 206.11, Assessment and Diagnosis in the Spanish Bilingual Classroom.**

The final session of ED 206.11 was originally scheduled for April 18 but it is being moved to March 28. All BCLAD candidates have been sent a new calendar that has changes. If you need any clarification please e-mail Dan Ontell. A copy of the observation schedule for the week of April 6-10 will be e-mailed to all participants this week.

RICA Prep

If you passed the RICA on February 7 please let Gwendolyn Poché know. Please bring a copy of notification of passing RICA. Remember the next RICA exams are going to be given on April 18 and June 13. If you have not passed the RICA you must be sure to take it on April 18.

Subject Matter Preparation is offering RICA prep. course on two Saturdays, **March 21** and **March 28** at Irving Middle School from 9-3. LAUSD employees pay \$50 for the course. Those interns who have not taken this prep class before can get a seat at no charge. If you have not passed the RICA you are encouraged to sign up for this prep course. Call Michelle Wells at 323-932-2081 for information or e-mail her at michelle.wells@lausd.net. You can also get information at <http://www.teachinla.com/smp>

You have been e-mailed the flyer and you must fax in the flyer soon because enrollment will close on Friday the 13th.

Cochran Middle School

Please park in the areas abutting the school or on the school playground. Do not park in areas that do not abut Cochran Middle School because the residents have expressed concerns that we are impacting their parking.

Contact Information

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

GwendolynPoché
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Dan Ontell dontell@lausd.net
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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>
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