



CONFETTI!!!

Teacher Training Academy Pre-Intern Teaching Program District Intern Program Master Plan Teacher Training Program
Volume #15 Issue #3 NEWSLETTER October 7, 2009

*Message from Peggy Taylor Presley,
Director*



As educators, it is possible that we under-utilize our influence to affect the learning of others. While it is probably true that the only person whose behavior we can control is our own, it is true, also, and that we can use our behaviors to influence the learning potential of others. In fact, we can assist the stage for success!

Research has shown that certain carefully selected/skillfully employed teacher behaviors can actually increase the rate and level of student learning beyond what might be reasonably predicted. This remains true despite the challenges to learning that students may bring with them to classrooms every day.

Several specific teacher-employed actions were shared in a publication for teachers that make a major difference toward promoting student achievement. These actions will be summarized here, and revisited in more detail in subsequent issues.

First, for behaviors that promote student achievement to flourish, you must position yourself as a person to promote respect and understanding among students. Your behaviors can create a safe and positive environment for learning. Such an environment is prerequisite for all other vital learning activities. *Develop an appreciation for, and actively accommodate, student cultural differences.*

Second, high teacher expectations are the single most powerful predictor of student success within our control. If we believe and expect students to achieve at high levels, we significantly increase the likelihood that they will do well. (Conversely, when we do not believe students can succeed and do not expect them to learn at high levels, they usually do not.) *Hold consistently fair, but high expectations.*

Third, the more we understand about our students regarding their real world, beyond the classroom, the better able we are to increase the connections between what we teach and the lives our students experience. *Build strong personal relationships with students.*

Fourth, begin lessons by ensuring you have the students' full attention. Then, present directions in small units, eliminating unnecessary words and distracting comments. Present in writing what you have said and support it with nonverbal reinforcement, whenever possible. Ask students to repeat directions to ensure understanding. *Provide students with clear direction for their work and learning.*

Fifth, frequent feedback increases the consistency of correct actions and responses. If you focus on progress toward mastery of the task, (or skill), and not the student, your feedback will be regarded as "low risk" by learners and can be accepted as positive reinforcement. *Give students effective feedback on their performance as quickly as possible.*

Sixth, by providing an overview of the lesson, what they will learn, and the order of the activities throughout the lesson and by connecting it with the content of previous lessons, students' focus is

improved. *Use advanced and post-organizers whenever possible.*

Seventh, when teachers provide students with criteria for mastery and at the beginning of the lesson, discuss alternative ways mastery might be demonstrated, students' learning is supported. Feedback throughout the lesson lets students know what they have mastered and what elements will need more work and learning. *Work with students individually to ensure that they have absorbed crucial information and mastered key tasks before moving to more challenging material.*

Source: The Master Teacher, Vol. 33, No. 15.

EDUCATION SPECIALIST DISTRICT INTERNS

District Intern Education Specialist:

All students should take responsibility for their own learning and assume greater independence. Consider these suggestions: 1. Teach and demonstrate (show them). 2. Rely on routines (students should know your expectations and procedures). 3. Provide resources. 4. Offer guidance (provide scaffolding to elicit understanding). Adapted from "Better Teaching," September 2008, Vol.22, No. 1.

The first day of classes will be on:

Saturday, October 10, 2009

8:00a.m. - 4:15p.m.

Bancroft Middle School (click hyperlink below for map)

929 N. Las Palmas Avenue

Los Angeles, CA 90038

[Click Here for the map of Bancroft MS](#)

**All Interns report to the Auditorium for
DI opening at 8:00 am.**

CENTSE YEAR 1 M/M AND M/S

ESEd: 402.1a Portfolio class will meet from 8:00 a.m. – 11:45 a.m.

ESEd 409: Ed Foundation will meet from 12:30 p.m. – 4:15 p.m.

WINTER '08 M/M

ESEd: 402.1a Portfolio class will meet from 8:00 a.m. – 11:45 a.m.

ESEd 409: Ed Foundation will meet from 12:30 p.m. – 4:15 p.m.

CENTSE W 08

ESEd: 402.1a Portfolio class will meet from 8:00 a.m. – 11:45 a.m.

ESEd 409: Ed Foundation will meet from 12:30 p.m. – 4:15 p.m.

M/M Year 1 and M/S Year 1

ESEd: 402.1a Portfolio class will meet from 8:00 a.m. – 11:45 a.m.

ESEd 409: Ed Foundation will meet from 12:30 p.m. – 4:15 p.m.

YEAR 2 M/M and Year 2 M/S

ESEd 407.1: Multicultural Aspects will meet 8:00 a.m. – 11:45 a.m.

ESEd 402.1b: Portfolio class will meet from 12:30 p.m. – 4:15 p.m.

YEAR 3 & CENTSE II

ESEd: 515: Advanced Seminar in Special Ed and Online Support will meet from 8:00 a.m. – 11:45 a.m.

YEAR 3 M/S

ESEd: 515: Advanced Seminar in Special Ed and Online Support will meet from 8:00 a.m. – 11:45 a.m.

WINTER 06 AND CENTSE WINTER '07

Ed 702 EL: 8:00 a.m. – 11:45 a.m.

ESED: 516: Professional Development will meet from 12:30 p.m. – 4:15 p.m.

Should you have questions, concerns, or need support, please do not hesitate to contact us.

In the meantime, please connect with your Principal or the designated Assistant Principal to be sure that they know that you need to have a Support Provider assigned, preferably one with a special education credential and experience. If you have already been assigned a Support Provider that is great!

Regards,

The Education Specialist Team

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Single Subject District Interns

Preparation Semester 1 Summer/Fall '09-'10 Cohort

ED 200.1 Classroom Management - Session #2

Monday, October 12th, is the second session of ED 200.1, Classroom Management from 4:15 p.m. – 8:00 p.m. at Johnnie L. Cochran, Jr. Middle School. Please bring your fully charged laptops, your CHAMPS, PRIM books, and "What Every Teacher Should Know About Classroom Management," as well.

Classroom Observations

As part of your Classroom Management course, you will need to have a scheduled

observation with a District Intern Program Advisor. Please be sure to complete the

"Classroom Management Observation Protocol" form, and send it as an attachment to either, Samuel Burke, or Dan Ontell.

Preparation Semester 2 Winter '08-'09 Cohort

ED 200.10 Methods of Teaching- Session #2

Your second session of **ED200.10 Methods of Teaching** will be on **Monday, October 12th**, at Cochran MS. You will be collaborating on the development of a two-week unit that you will be able to use in your own classroom. Be sure to bring all of your current instructional materials to be examined during this session, along with a fully-charged laptop computer.

What's New...

Plan and Deliver Portfolio Task – Part A (Unit Overview, with 10 lessons and End of Unit Assessment)

What's Due...

CalTPA Task: Assessing Learning - Due Nov. 30, 2009

Plan and Deliver Portfolio Task – Part A (Unit Overview, with 10 lessons and End of Unit Assessment) - Due Nov. 9, 2009

Preparation Semester 3

Summer/Fall '08-'09 Cohort

ED 200.15a ISCA- Session #2

Monday, October 12th, is the second session of ED 200.15a, "Integrating Standards, Curricula & Assessment" (ISCA) from 4:15 p.m. – 8:00 p.m. at Johnnie L. Cochran, Jr. Middle School. **IMPORTANT:** Remember to bring your **class set of assessments** to this

session – without them you will immediately be behind one full week in this class.

CPR Class for Culminating Interns

NOTE: We need to have enough participants registered for this class to have it as scheduled. The deadline to sign-up has been extended to Tuesday, October 13th.

There will be an American Red Cross Adults, Infants and Children CPR class for credential candidates on **Saturday, October 31st**, at Johnnie L. Cochran, Jr. Middle School from 8:00 a.m. -12:00 p.m. If you have not yet signed-up for this class please email Sam Burke at samuel.burke@lausd.net to register. The cost is \$50.00. Your credential application can not be processed without a valid CPR card.

What's new...

FACT: Context for Teaching - Assigned September 30th - Due Nov. 8, 2009.

What's due...

CalTPA Task: Assessing Learning - Due June 22, 2009

Networking Portfolio Task - Due June 22, 2009

CalTPA Task: Culminating Teaching Experience - Due Sept. 30, 2009

Community Connection Portfolio Task - Due Sept. 30, 2009.

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Remember to make copies of all documents that you submit

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