



October 2007
Volume 6, Number 4

COACH TALK

District 1 ... where students come first!



District
ONE
LAUSD

Jean Brown
Superintendent
Annette Star
Literacy Coordinator

What's happening at ... Gledhill ES?



The First Grade team at Gledhill Elementary held their Animals unit opener on September 28th. Each of the five teachers planned a stimulating, motivating lesson to spark their students' curiosity and tap their prior knowledge, as well as seed the vocabulary and concepts they will need for the unit. One room learned about food chains; another classified and categorized animals on a tree map while practicing a linguistic pattern using the prepositions in and on. In the next room there was a read aloud where the teacher supported a kinesthetic learning style by imitating animal movements. One more area had a teacher introducing reference materials and books where they could find more information on animals. The students' rotated to each room and ended back in their room with a discussion and recording of their questions and concepts.



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Submitted by Joanne Duehren,
Gledhill ES



Land

or

Sea



Dates To Remember

District Reading Action Seminar

(for Reading First School
Administrators)

Thurs., Oct. 18, 2007

4:00 – 7:30 p.m.

St. Michaels Community Center

New Coach Training (First-Year Coaches)

Thurs., October 18, 2007

1:00 – 3:30 p.m.

Bertrand ES

Thurs., Nov. 1, 2007

1:00 – 3:30 p.m.

Devonshire Site, Rm. 4

Local Coach Meeting

Thurs., Nov. 8, 2007

8:00 a.m. – 3:30 p.m.

Devonshire Site

Principal/Coach Institute

(Non-Reading First Principals, All Coaches
and Make-up Session for RF Principals)

Wed., October 24, 2007

8:00 a.m. -12:00 noon

Airtel Plaza Hotel

Content Focused Coaching

(Second-Year Coaches)

Thurs., October 18, 2007

12:00 – 3:30 p.m.

Monday, October 22, 2007

All Day

Various School Sites



Let's Celebrate

Congratulations...

-to Lisa Elan on earning a Masters Degree from
CSUN for Educational Leadership and Policy Studies
-to Sara Cardenas, her son Daniel Cardenas was
born on October 2, 2007, weighing 7lb. 12oz. and 21 1/4" long.



Happy Birthday

10/2 Marcia Tinoco
10/15 Elizabeth Morones
10/17 Stephanie Hunter
10/17 Bonita Zepeda
10/18 Carol Arenson
10/31 Lisa Mitchnick



Expert Advice

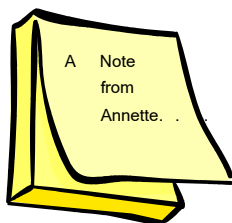


"It is the province of knowledge to speak and it is the privilege of wisdom to listen." Oliver Wendell Holmes

R. Hargrove, in *Masterful Coaching* (2003) writes about the dos and don'ts of coaching conversations. Coaches should be mindful that a working conversation with a teacher is not "chitchat, mere opinion, or advice." It should not involve gossip, rumor or sarcasm. It is not a conversation where one listens for what is wrong and passes judgment. It is, however, a conversation in which the coach is "speaking and listening from a total commitment to cause that teacher's success." Instead of giving out information, the coach elicits knowledge from the teacher so that the latter discovers new possibilities, feels inspired, empowered and ready to act.

When we are committed listeners, we give the gift of our presence, quality time, and attention. When we speak, we become committed to bring out the best in people. It means listening to the teacher's concerns and helping him/her to unravel a problem or dilemma. It helps the teacher to find a place to start, and discover answers to the path forward. It behooves the coach to come to the table as a thinking partner, rather than the one who knows all the answers. During our coach/teacher conversations we go through the fields of interaction that involve reflection, collaboration, and consultation. When we combine listening with critical thinking, we are better able to draw others out through our queries. Reflection helps to reframe thoughts in different ways and alter attitudes.

-Your Experts,
Aviva, Cecilia, Gayle, Josie and Marci



As I met with many of you during Initial Stull Conferences and listened to you share the focus for professional development at your school for the coming year, I found myself frequently asking how the focus was determined. *Were decisions based on evidence of student achievement including CST and period assessment data? Do we know how to access CST data from the California Department of Education website? Do we know how to use the LAUSD Decision Support System (DSS)? Do we know where to find the Released Questions from the CST? Do we use the data that we have in the most effective manner?* There are so many tools available, and we all need to be knowledgeable about how to use these tools to make data informed-decisions.

Annette Star,
Elementary Literacy Coordinator

Rosa's Roundup



Assessment time for traditional schools is fast approaching. It is crucial to set the standard for assessment procedures **now** to ensure accurate assessment results all year long. Dialogue with your teachers during grade level meetings, making sure to include the following during your discussions surrounding fluency and writing:

Fluency

Purpose: It is an opportunity for teachers to monitor and obtain information about a student's ability to read quickly and decode effortlessly while also providing insight into decoding problems the student may be encountering.

- It is a cold read. This means that students are reading the passage for the very first time, without having had an opportunity to look at it beforehand.
- Students must attempt to read each word. Those words read incorrectly are counted as errors.
- When a student stops or struggles with a word, allow 3 seconds before saying the word and marking it as incorrect. Then, continue.
- Misread proper nouns and repeated misread words are considered errors and each one is counted as such.

Writing

Purpose: It is an opportunity for teachers to monitor and obtain information about a student's progress towards mastering grade level standards in writing.

- It is an "on demand" writing assessment. Teachers should refrain from explanations and reading of instructions unless otherwise stated in the memo from ELA. Check the memo dated 8/15/05 on your LD 1 cd for additional grade level guidelines.
- Grade 1 students have 45-60 minutes to complete their writing.
- Grade 2-6 students have 2 days, 60 minutes each day to complete their writing.
- Students may use notes they have taken and Inquiry Journal entries to support *expository* writing only.
- Scoring student writing together by grade level may offer many benefits to both teachers and their students. It allows for clear articulation of grade level standards and expectations for all students. This translates into fair and consistent scoring among a grade level.



Here's to a successful journey on the assessment road!

Rosa Gonzales-Acosta
Literacy Advisor