



CONFETTI!!!

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January 26, 2009

Message from Mary H. Lewis, Administrator



When teachers support the students in their classes to persevere, even though the challenges that are before them seem overwhelming, they are providing these learners with a special and lifelong gift. However, instilling persistence cannot be accomplished without some effort by teachers. What follows are three strategies that, when coupled with your own patience and persistence, can assist you to increase the learning persistence of students who may have become reluctant, fearful and who are easily defeated.

Students must believe that you are truly convinced that they can accomplish their work and succeed. When students are convinced that their teacher believes in them and, will not give up on them, (no matter what...), we are able to begin helping students to adapt their attitude to one that is grounded in working with a focus to achieve.

A good starting point would be to nurture within students the habit of looking for importance, meaning and value in what they are trying to learn. Some learning activities offer obvious value, usefulness, benefit and meaning because they respond to the interests and desires of students. Nevertheless, almost any new skill or knowledge can have meaning and usefulness if we take the time to consider what these purposes might become to our students.

Discovering these purposes is not a task students can do alone. To assist students develop the habit of seeking purpose in learning, teachers point out the individual benefits students might otherwise miss. This task is one we can perform for high school seniors, as well as for the youngest of elementary students. With regular practice, students will begin to look for these benefits, and will see them on their own. This strategy is important because students often will persist at the

tasks containing meaning, or purpose, for them. They will abandon lessons that do not.

When teachers focus on the purpose of the lesson before they begin teaching, the more students will understand both the purpose and the reward for learning, and how to achieve them. When enlightened and focused, the more likely they are to continue working to be successful at their tasks. Be sure to reinforce students' purposeful efforts and achievement. They are encouraged to do well when they know that you see them performing on a higher level. When you encourage them to ask questions that further define, (or clarify), expectations and what is to be gained and achieved, students begin to look for, and recognize, purposes for learning these lessons on their own.

Teachers who consistently make a point of helping their students to break down and organize learning tasks, find that these learners are less likely to become overwhelmed and disheartened, (and then, give up.) For younger and less experienced students, this skill needs to be taught directly by their teacher's modeling, coaching and encouraging them throughout the process. As students begin to grasp the process of organizing and breaking down learning tasks, they increase their probability of success as their ability to focus and to learn at the next level is strengthened without their losing sight of the overall concept, or skill (or, of becoming discouraged.)

Adapted from The Master Teacher, Vol. 36. No. 1

*Thanks,
Mary*

EDUCATION SPECIALIST DISTRICT INTERNS

MESSAGE FOR EDUCATION SPECIALIST INTERNS

Transition students to new activities and still make the most of every teaching minute. Try these 4 P's: 1. Plan the steps involved. Break the tasks into small pieces. 2. Prepare your students before a transition. 3. Practice and "rehearse" their transitions. 4. Praise- gives praise to students when they make smooth transitions. Adapted from Better Teaching. Elementary Edition. Dec. 2007, vol. 21, no. 4.

INTERNS WHO USED TO MEET AT WEBSTER MS

Please continue to review emails for any changes in site. DIs who used to meet at Webster continue to come to Cienega Elementary School until you hear differently. Advisors will continue to update you.

CENTSE YEAR 1

ESEd 406: Collaboration & Communication Skills for Special Education will end on Jan. 21st.

ESEd 407: Multicultural Aspects of Special Ed will begin on Jan. 24, Sat. (8 hrs.) and meet on Jan. 26, Feb. 2 & 9th.

WINTER '08 M/M – Bancroft MS

Please meet with your peers in job alike cohorts for the remainder of the year. This includes Math, Science, Social Science & VAPA classes. Remember to bring laptops and download information from disc.

Ed 304a: Curriculum & Methods of Teaching Math will continue to meet on Jan. 21, 26, Feb. 2, & the 9th. Please bring the necessary materials to each class.

CENTSE W 08

ESEd 406: Collaboration and Communication Skills for Special Education will meet on Saturday, **Jan. 24, 2009 for 4 hours**. This is your final class. Bring laptops to do

Zoomerang. Please begin to prepare to exit Level I. All portfolios and course assignments must be completed.

YEAR 1 MILD/MODERATE

ESEd 405: Methods of Positive Behavior Support will end on Jan. 21st. Please bring your laptop to do Zoomerang.

ESEd 402.1a: Portfolio Construction & Reflection will meet on Jan. 26th. Attendance is required. MLT is due. Community Connection will be introduced.

YEAR 1 MODERATE/SEVERE

ESEd 323: Curriculum & Instruction for Students with M/S will continue to meet Wed. Jan. 21, Saturday, Jan. 24th (8 hrs.), and the 26th.

YEAR 2 M/M

Ed 304a: Curriculum & Methods of Teaching Math will continue to meet on Wed., Jan. 21, 26, Feb. 2 & 9th.

Please meet with your peers in job alike cohorts for the remainder of the year. This includes Math, Science, Social Science & VAPA classes. . Remember to bring laptop and download information from disc.

YEAR 2 M/S

Ed 304a: Curriculum & Methods of Teaching Math will continue to meet on Wed., Jan. 21, 26, Feb. 2 & 9th.

Please meet with your peers in job alike cohorts for the remainder of the year. This includes Math, Science, Social Science & VAPA classes. . Remember to bring laptop and download information from disc.

YEAR 3 & CENTSE II

ESEd 513: **Advanced Behavior Evaluation & Guidance** will continue to meet on Jan. 21, 26, and Feb. 2, 2009.

Ed 702g: **Teaching English Learners** will meet on Saturday, Jan. 24th for 4 hours.

ESEd 516: **Professional Development & Relationships** will meet on Saturday, Jan. 24th for 4 hours.

YEAR 3 M/S

ESEd 524: **Advanced Leadership & Communication Skills** will continue to meet on Jan. 21, 26, & Feb. 2, 2009. Materials will be given out at the first class.

Ed 702g: **Teaching English Learners** will meet on Saturday, Jan. 24th for 4 hours.

ESEd 516: **Professional Development & Relationships** will meet on Saturday, Jan. 24th for 4 hours.

WINTER 06 & CENTSE WINTER '07

January 21st at the Harbor Bldg. will be check in for course work, portfolios and book return. Terri will contact you with necessary information.

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SINGLE SUBJECT PREPARATION DISTRICT INTERNS

TO ALL SECONDARY INTERNS

Preparation Semester 3 S/F 07-08

CONGRATULATIONS! You have accomplished a milestone in your professional career. Remember, every end is a new beginning. Best wishes as you enter the Induction phases of your professional growth.

Required Attendance: Anyone not cleared for culmination needs to report to Cochran M.S. for intervention until they are cleared. This will begin February 2, 2009.

CPR Cards: We have successfully retrieved the confirmation cards for those interns who attended the December CPR class. We have them at the Harbor Building, 4201 Wilshire Blvd., Ste. 311. We will also bring them to class on January 26.

Exit Interviews: We will be offering additional dates for interviews. You will receive the information in your e-mail.

Preparation Semester 2 Winter '07 - '08

Multicultural Class: We look forward to seeing you on **Monday, January 26**, at Cochran MS for your third session of ED100.10, *Teaching in a Multicultural Society*. Please be sure to bring Nieto; Chapters 5 – 7, and TPA 4 Step 2 (learning environment and academic instruction). Please be ready to work with a fully-charged laptop, as all materials for this course should be on your computer.

Makeup for Teaching in a Multicultural Society – 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. Also, 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 1 S/F '08-09

TPA Tasks: By now you should have received your first and/or second TPA task. If you need to resubmit, please be sure to contact Samuel Burke for assistance and support *before* sending in your task.

Methods Class: We look forward to seeing you on **Monday, January 26**, at Cochran MS for your third session of ED200.10, *Methods of Teaching English, Math and Science*. Please be sure to bring all resources necessary to work on your unit plan including frameworks, instructional guides, and any other resources specific to your classroom that you may need. Please be ready to work with a fully-charged laptop.

Makeup for ED 200.10 Methods of Teaching

– 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. Also, be sure to complete the **Makeup Verification Form** when submitting any online makeup.

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Multiple Subject District Interns

All Multiple Subject Interns have class on Monday, January 26, 2009 and are expected to be present.

Exit Interviews

All Multiple Subject DIs will send an e-mail to Gwendolyn Poché stating whether you plan to culminate in February or June. Please send the e-mail before you come to class on Monday. Give an indication of when you will have all of your work done. These letters will help us to schedule the exit interviews

Back Up Your Files

Remember to back up all of your DI files so you don't face the prospect of losing your data.

ED 217C – Health and Physical Education

February culminating cohorts will take P.E. module of the course on **Saturday, January**

24, 2009 from 8-5 at Cienega ES. Wear comfortable clothing and athletic shoes. If it rains we will conduct the classes indoors.

The June culminating cohort will take the P.E. module of the course on **Saturday, February 28, 2009** from 8-5 at Cienega ES.

ED 214C VAPA Makeup

DIs who need to make up hours for VAPA can make up as many as 8 hours on **Saturday, January 31, 2009** from 8-5 at Cienega ES. It is the VAPA course EsED 404ab from the Education Specialist program. You will be getting e-mails. You can present your VAPA lesson to Dan Ontell and Gwendolyn Poché during the final hour of class.

RICA Prep

Good luck to those of you who are taking the RICA prep course on the 24th and the 31st at Irving Middle School in preparation for the RICA exam on February 7th.

ED 200.19C Class For February Cohort

There will be the final portfolio class session for the February culminating DIs conducted on Monday, January 26, 2009. Don't miss this class session because opportunities are few and time is short for making up the hours. You will turn in the Initial Assessment of Teaching Practice for FACT. The BTSA Induction Specialist and advisors will be running a question and answer session. There will be advisement, work will be turned in and handed back and you will have time to work on tasks and

ED 304A June Culminating Cohort

Session three of ED 304A, Mathematics, will be held on Monday, January 26, 2009 at Cochran Middle School.

The members of the June cohort who do not need to attend the math class will come to Cochran to work on TPAs, portfolio tasks and incomplete coursework. You will also be getting advisement

Turning In Late Course Assignments

All completed tasks are to be given to Dan or Gwendolyn either **before** the session, during the **break** or **after** scanning out is completed only. The February group is now **26 days** from

culmination and counting. The June group is **145 days** from culmination. Keeps the work coming!

CAL TPAs

All four CAL TPAs **are now late** if they have not been turned in. Please turn them in as soon as possible. If you need assistance contact Dan Ontell. We have been receiving quite a few and look forward to receiving more.

BCLAD Classes – ED 213.11, Spanish

ED 213.11, Writing and Listening Proficiency in Spanish, is the next class in the series. The second class session at **GW Carver MS on Wed., January 28, 2009** from **5:15 p.m. – 9:00 p.m.** All BCLAD DIs must be present. Here are the sessions everyone will plan on attending at GW Carver Middle School:

Wednesday, Jan. 28 **5:15 – 9:00 p.m.**
Wednesday, Feb. 4 **5:15 – 9:00 p.m.**
Wednesday, Feb. 11 **5:15 – 9:00 p.m.**

If you have not yet taken the **CSET LOTE Spanish Subtest III** remember to sign up for the next test being given on **Saturday, March 14, 2009**. You need take this test to get your BCLAD. When you sign up for this test keep in mind it is only given at **the Los Angeles (West) area (436)** test site. Those of you who have already passed please get a copy of your score report to Dan Ontell as soon as possible.

BCLAD Candidates Declaration and Fees – CORRECTION, PLEASE READ

All BCLAD candidates must go the credential office to pay the fee for the BCLAD authorization **only** if you have finished the **CSET LOTE Spanish Subtest III** and you must bring the original copy of the score report. It is \$55 and they accept money orders. Call **Lydia Vaia** or **Catalina Tan** at **213-241-5581** to make an appointment for signing up and do only when you have the score report. You cannot show up unannounced, you must have an appointment.

The last class session is on **Saturday, April 18** so you will be recommended for BCLAD authorization upon completion of the coursework. After you have paid the fee

please inform Dan Ontell via e-mail that you have done so.

CPR Requirement and RICA Requirement

Please bring documentation of your CPR and RICA passage to Cochran Middle School on January 26.

FACT – Initial Assessment of Teaching Practice (IATP)

This is a reminder that the **Initial Assessment of Teaching Practice** project for FACT is due at the portfolio session on Monday, January 26, 2009. If you need any assistance or have concerns please get in touch with Daniel Ontell or Gwendolyn Poché.

Cochran Middle School

Thank you for leaving the classrooms in pristine order. The custodial staff appreciates that you are not bringing food, eating, or drinking beverages other than water in the classrooms

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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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