




CONFETTI!!!

Volume #12 Issue #3

NEWSLETTER

January 24, 2008

A Message from Mary H. Lewis, Administrator



Every lesson has two major components. First, is the creation of a lesson plan and the competency to teach it. Second, is the use of special techniques to motivate students to focus and learn what you are teaching. These tasks can be difficult to achieve without using the motivation of student recognition.

Teachers who keep in mind that the recognition students receive plays a significant role in enhancing their achievement prepare their lessons with that concept in mind. Unquestionably, student recognition is extremely motivational. It inspires greater levels of effort. It provides students attitudes of satisfaction, achievement, confidence, and worth. We believe when recognition is used extensively in the classroom, academic achievement is enhanced. One of the basic benefits of giving recognition is that this motivational technique also helps morale in the classroom. Following are seven attributes of recognition to enhance effort and achievement.

First, make it a point not to limit the recognition you give only to success. Rather, recognize students' attitude and effort. Then look closer to see if you can extend recognition for aspects or parts of work done creatively or insightfully. Students will learn quickly that teacher recognition comes from doing one's best. They'll learn that recognition comes from accepting academic challenges and difficult assignments. And they'll also see that recognition comes for both big and small things: being on time to class, turning in reports on time, keeping desk areas clean, handing out papers quickly, and even being courteous toward others. Remember, multi-sided recognition gives students many individual incentives.

Second, pass out recognition freely. Make it a priority to see that every student gets some form of recognition as often as possible. As we know, the big, or surprising, successes are likely to receive recognition in class. However, you'll keep the morale of the entire class high if you extend recognition for the small things students do every day. Clearly, recognition is positive. It is constructive and doses of recognition for small efforts can lead to bigger efforts when student confidence and morale are high.

Third, the sooner you give recognition following the deed, the more effective it will be. Students want you to know what they're doing. They crave attention and instant feedback that is positive and nurturing. The closer the timing of your recognition is to student effort or achievement, the greater the impact and motivation. You don't have to wait for a special time or a private place to use this motivational tool. Prompt recognition does more than give positive reinforcement; it actually raises the bar and feeds student needs immediately.

Fourth, know that the most powerful recognition is for a specific attitude, behavior, or effort. Therefore, using simple words like "good, well done, excellent, great job", and "perfect" does not always qualify for giving recognition that is highly motivational. "You did a great job of providing details in your answer to Question 2 on the test" or "Great job – you handled the complexity of that problem perfectly." Remember the specifics of recognition teach students what to do the next time and let them link the effort or success to the recognition. If a student says "Why did I deserve that?" your recognition was not specific and, therefore, remains unexplained.

Fifth, be sincere, honest, and genuine. And keep in mind that while the recognition you give needs to be specific, you don't need to give a speech or deliver a dissertation.

Sixth, extend the incentive of recognition by saying, "Is there anything more you need?" or "If you need help with the next part of the assignment, I'll be happy to help." These comments remind students there are advantages beyond effort—and that effort has benefits too. This keeps student motivation, hope and morale high—even when students are anticipating or experiencing difficulty.

Seventh, evaluate your efforts to give effective recognition by asking yourself several questions. "How did students respond?" "Was my recognition well received?" "How can I improve my technique?" The linkage between work, effort, recognition, achievement, and class morale is vital to teaching and learning. Learning how to use all of these positive motivators is a career-long experience. When any or all of these linked motivators are not used, teaching and learning are more difficult, as well as keeping morale consistently high.

Adapted from The Master Teacher, vol.38.no.21

MULTIPLE SUBJECT PREPARATION DISTRICT INTERNS

MESSAGE FOR ALL MULTIPLE SUBJECT PREPARATION PROGRAM INTERNS,

YEAR ROUND AND TRADITIONAL '07-'09 COHORT

ED 304a Curriculum and Methods of Teaching Mathematics, Session 3: Thursday, January 24, 2008 from 4:15 p.m. - 8:00 p.m.

- You will continue collaborating with your group of grade level colleagues to create a *mathematics concept lesson* using the District's Mathematics Instructional Guide and corresponding *Additional Resources* that you will facilitate to your students. You are required to bring the following resources again:
 - ✓ ED 304a - course notebook
 - ✓ Charged computer laptop for group work
 - ✓ English Language Development Standards
 - ✓ Mathematics Instructional Guide
 - ✓ Mathematics Teacher's Guide
 - ✓ *Additional Resources* found in the Mathematics Instructional Guide (You may need to borrow the following resources from your Mathematics Coach or a fellow teacher.)
 - ~ About Teaching Mathematics, author Burns
 - ~ A Collection of Math Lessons from Grades 1-3, authors Burns and Tank
 - ~ A Collection of Math Lessons from Grades 3-5, authors Burns and Tank
 - ~ Developing Number Concepts, Book 1, author Richardson
 - ~ Developing Number Concepts, Book 2, author Richardson
 - ~ Developing Number Concepts, Book 3, author Richardson
 - ~ 50 Problem Solving Lessons, author Burns
 - ~ Growing Mathematical Ideas in Kindergarten, author Dacy and Eston
 - ~ Lesson for Algebraic Thinking, Grades K-2, author von Rotz and Burns

- ~ Lesson for Algebraic Thinking, Grades K-2, author Wickett, Kharas, & Burns
- ~ Math Matters: Understanding the Math You Teach, Grades, K-6

- ≈ Before you submit a homework assignment to your instructor, attach the *Assignment Cover Page* to it. This page can always be found on the District Intern Program main web page.
- ≈ If you are absent Session 3, you will need to go to the District Intern Program main web page to obtain Session 3 Mathematics On-line Make-up, which must be completed before you attend Session 4. Be sure to complete the On-line Make-up Form and submit it along with your Mathematics On-line Make-up to your cyber instructor.
- ≈ Please come to class with all of your resources and be prompt.
Session 3 Homework: Read Chapter 5, Assessment, and Chapter 6, Universal Access, in the Mathematics Framework for California Public Schools and respond to the prompts outlined on the corresponding activity pages. Submit your homework to your instructor at the beginning of Session 4.

SINGLE SUBJECT PREPARATION DISTRICT INTERNS

YEAR 1

Methods of Teaching: Please bring your Instructional Guides to your next class. This may help you with your *Plan and Deliver* unit.

TPA Intervention: A TPA intervention class will be held on Tuesday, January 29, from 4:30 to 8:00 p.m. at the Harbor Building, 4201 Wilshire Blvd. Free parking is only available across the street in the LAUSD lot. All individuals who would like assistance with their TPAs feel free to attend. Please RSVP to may.osher@lausd.net.

TPA ELD Adaptations: In your **Classroom Management Class**, you received a packet which provided you with suggestions for adaptations for Special Needs and ELD students. The packet also included CELDT descriptors, which gave you exact information on what an ELD students' CELDT score indicated in terms of

what their level of English understanding. This is the resource document you should use when working on your TPA. Unfortunately, many of you are failing to use this resource and are consistently using such adaptations as "pair ...with another student who is fluent in Spanish." This is not an acceptable adaptation and is not found anywhere on any support document. This statement does not indicate a "Proficient" knowledge of adaptations and can only count against your score. Please make use of the resource document.

Reminder: Please keep in mind that if you clear a course, (turn in all assignments and have them assessed), more than two quarters after the **expected date of completion**, although you may have met the course requirements you will be ineligible for salary point credit.

FALL 06 - 08

Congratulations!!! We would like to extend our most sincere congratulations to all interns who have completed their professional development plan and are preparing to culminate at 10:00 a.m. on Saturday, February 2 at Cochran Middle School.

Exit Interviews!!! Please make sure that you arrive early and prepared for your exit interview as these interviews are conducted as a group.

Intervention... – We will hold two final intervention sessions on Tuesday, January 29 at the Harbor Building to assist you with any tasks that you may still need to complete. Room 335 will be open from 4:30 p.m. to 8:00 p.m. This is not a "make-up" session; you can come by to complete a task, to submit a task, or to ask for assistance from a District Intern Program Advisor. Use the *new* code #0708 to park in the lot across the street.

CFASST: Events 2 and 3 – You will need to have a Support Provider to assist you with these two events. If you do **not** have a Support Provider, please let your Advisor know immediately so you can have someone assigned to you.

EDUCATION SPECIALIST DISTRICT INTERNS

Use 4 "P's" to make transitions smoother: This will help you make transitions smoother and more organized. 1. Plan-plan the steps involved. 2. Prepare-prepare your students before a transition occurs. 3. Practice-let students "rehearse" their transitions. 4. Praise-give specific praise for the activity.

YEAR 1

ESEd 402a: Assessment & Instruction for M/M Disabilities will continue to meet on January 24.

CENTSE YEAR 1

ESEd 402a: Assessment & Instruction for M/M Disabilities will begin on January 24 and meet January 31; February 7, 14, and 21. The textbooks will be given at the first session.

YEAR 1 CENTSE YEAR 1, CENTSE WINTER '07

There is a Portfolio class (ESED 402.1a) coming up on Saturday, January 26, 2008 at Daniel Webster MS. Please bring your completed "My Life as a Teacher" assignment on that date. If you have any questions about MLT, please e-mail your instructors Alexandros Bantis (a.bantis@lausd.net) or Lon Larsen (ljl1267@lausd.net).

Remember that the final session of ESED 402A, will be on the 24.

WINTER 07 (Cochran)

Year on Check out: please submit all Level 1 work with complete spines, covers, and grade sheets. Show C-cards to Site Coordinator and review Portfolio completion with advisor.

WINTER 07 CENTSE

CENTSE checkout: All year 1 courses and Portfolio Tasks must be completed.

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YEAR 2 MODERATE/SEVERE

ED 304a: Curriculum & Methods of Teaching Math will continue to meet on January 24, 31; February 7, 14, 2008.

YEAR 1 MODERATE/SEVERE

ESEd 402.1a: Portfolio Construction & Reflection, Level I attendance is required on January 24, 2008. MLT is due.

YEAR 2

Ed 218: Curriculum & Methods of Teaching History/Social Science will continue to meet on January 24 and 31, 2008. Please bring your laptop in order to complete Zoomerang.

Important for the February 7 Ed 304a Math class, please bring the Math Instructional Guide for your specific grade. This can be accessed by going on the LAUSD website; inside LAUSD – reference guide and look up MIG. Please download this on your laptop for the classes.

Remember that the February 7 class will meet at Cohran Middle School.

YEAR 3/CENTSE 2

ESEd 510: Transition, Vocational & Career Development will continue to meet on January 24 and Saturday, the 26. Please bring your laptop to the Saturday session.

Please remember to make copies of all documents that you submit.

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Bob Cox, Coordinator, telephone: 213.241.5581
District Intern Website: <http://www.lausd.net/lausd/offices/di>
RICA Online Registration: www.rica.nesinc.com
RICA Practice Website: <http://gsep.pepperdine.edu>
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