

## FOUNDATION LAUNCHES NEW WEBSITE IN PARTNERSHIP WITH HECHINGER INSTITUTE

The Cotsen Family Foundation's *the ART of TEACHING* and the Hechinger Institute on Education and the Media at Teachers College, Columbia University, introduced their jointly developed website at the Hechinger Institute's October 12-14 workshop for education reporters from newspapers with small to mid-size markets west of the Mississippi.

The site, <http://cotsen.org/cotsen-hechinger>, developed as a guide for reporters in observing classroom teaching and entitled "Tools for Reporting on Teaching: What to Look for in Classrooms," features short videos of actual classrooms and teachers. Commentary is provided by Cotsen Family Foundation Executive

The screenshot shows the website layout. At the top left is the Hechinger Institute logo (ON EDUCATION AND THE MEDIA, TEACHERS COLLEGE COLUMBIA UNIVERSITY). At the top right is the COTSEN FAMILY FOUNDATION logo. Below the logos are two main content areas. The left area is titled "Tools for Reporting on Teaching: What to Look for in Classrooms" and contains a paragraph of text and two video thumbnails with "Play Video" buttons. The right area is titled "What Excellent Teaching Looks Like" and contains a video thumbnail and a list of video topics: Introduction, Physical Environment, Social Environment, Instruction I, Instruction II, Content, Assessment, and Effects on Students.

Director Judy Johnson and former *Los Angeles Times* reporter Richard Lee Colvin, executive director of the Hechinger Institute. Along with the videos, the site includes interviews with teachers on what to look for in

classrooms, summaries of research on teaching and teaching improvement, a reporting guide, and selections of exemplary education journalism.

Filed in classrooms of Cotsen mentors and fellows, each video has been selected to focus through a particular "lens" of observation: classroom physical and social environment, instruction, rigorous content, assessment, and effects on students. An earlier version of the video was previewed at a Hechinger Institute workshop for reporters new to the education beat at Teachers College in July of 2006.

*(Continued on page 12)*

## NEXT STEPS AFTER THE COTSEN MENTORSHIP

With the close of the 2006-2007 school year, nine mentors completed their Cotsen-supported role in *the ART of TEACHING*. Four returned to the classroom – Trisha Callella to kindergarten at Weaver in Los Alamitos, Sean Lindsay to fifth grade at Alvarado in Long Beach, Cathy Nguyen to a four/five combination class at Smith, and Lisa Paioni to a second-grade classroom, both in Lawndale.

Three former mentors took positions as support staff at either school sites or the central office in their districts: Graciela Barba-Castro is the English Language

Development Coach at Will Rogers in Santa Monica; in Cypress, Marsha Ahn serves as site program coordinator at both Vessels and Morris Schools, overseeing professional learning groups of teachers, testing, and English language and GATE (gifted and talented) programs. Jacki Teschke, also in Cypress, has assumed the position of "teacher on special assignment," taking on the BTSA program for new teachers, professional development, and instructional technology. One mentor,

*(Continued on page 5)*

## INVERNESS RESEARCH ASSOCIATES REPORT ON THE ART OF TEACHING

Following a year-long study of *the ART of TEACHING*, Dr. Laura Stokes, Ms. Barbara Heenan, and Ms. Nina Houghton of Inverness Research Associates reported their findings to the board of the Cotsen Family Foundation on September 19, 2007.

Major findings of the study were:

- ... The program leads to increased student engagement and sophistication/knowledge in the discipline.
- ... Teachers develop better classroom practice through learning new knowledge and skills – teaching becomes more rigorous.
- ... Development of teacher leadership is a major benefit of the program.
- ... The program supports both mentors and fellows as learners and generates benefits beyond the participants to others in the school as well.

As an organization whose mission is to provide insight into the design, quality, and effectiveness of educational improvement initiatives, Inverness characterizes their overarching approach as “ground-truthing,” comparing a project’s theory with the field’s realities. To gather evidence for this endeavor, Inverness staff made first-hand observations of *the ART of TEACHING*: meeting with the Cotsen staff for two days to learn the theory of action; attending the five-day mentor training, two mentor meetings, multiple days of School-Based Institutes, and the fall conference. During the year, Inverness researchers also sat in on three days of the selection process for new mentors and fellows, shadowed mentors for two days, viewed the first and final videos of selected Cotsen fellows, and interviewed mentors, fellows and principals.

In their report, Inverness stated that a “strong internal integrity and coherence (was found) at the individual teacher level.” That “all the data sources illuminate this quite strong congruence” is “a vitally important initial finding,” the researchers stated, as the congruence “serves as the necessary foundation for further insight into program effectiveness and for considerations of expansion.” The components that are aligned with the foundation’s stance support trust and risk-taking, focus on students and teaching, expand visions of teaching and have the capacity to lead to continued improvement.

Noting that the program’s benefits go beyond the mentor and the fellow, Inverness also found *the ART of TEACHING* generates direct benefits to schools: among them – fellows and mentors are conduits to new ideas and resources; their classrooms can become demonstration sites; the mentoring process and inquiry group structures provide models of professional learning and dialogue; some professional development opportunities and resources are available to building principals; and fellows’ renewed enthusiasm for teaching can be infectious.

Looking to the future of *the ART of TEACHING*, the Cotsen Family Foundation will again engage Inverness Research Associates to study the challenges ahead in terms of maintaining program integrity, enhancing its components, and examining the complexity and nature of potential expansion. Having done evaluations for the National Writing Project, current and past National Science Foundation projects, many other curricular professional development programs, and teacher leadership projects at multiple sites, Inverness is uniquely suited to address the foundation’s questions about what models to examine relative to future growth. ■

## SECOND ANNUAL THE ART OF TEACHING CONFERENCE ATTRACTS 300

Kicking off the seventh year of *the ART of TEACHING*, 300 participants gathered at the Long Beach Hyatt Regency for the Second Annual *the ART of TEACHING* conference. Almost half the program's alumni joined new and continuing mentors, fellows, administrators, superintendents, Founder Lloyd Cotsen and Board Members Margit Cotsen and Barry Munitz in a day designed to stimulate new thinking and enhance participants' vision of artful teaching.

Honoring mentors' and fellows' requests, the Cotsen Family Foundation engaged speakers for sessions that combined a focus on both content and pedagogy in reading, writing, and math. Additional sessions featured a process for building collaboration and improvement in lesson design and on engaging principals, both new and continuing, as active partners in *the ART of TEACHING*.

Mentors and fellows selected their sessions from among nine presentations by Carl Anderson, Catherine Twomy Fosnot, Ellin Keene, Don Smith of the Great Books Foundation, and Amy Teplin and Cindy Kratzer of Santa Monica-Malibu Unified School District.

Carl Anderson, Catherine Fosnot, and Ellin Keene each presented two sessions, one for primary teachers, the other for those who teach upper



*Lloyd Cotsen (center) with Cotsen Alumni from Arnold Elementary in Cypress*



*Lesson Link Presenters Cindy Kratzer (left) and Amy Teplin (right) with former Mentor Keri King*



*Author Catherine Twomy Fosnot (left) with Cotsen Alumna Terry Karsh*

elementary students. Carl Anderson, whose book *How's It Going?* has had a significant impact on the teaching of writing in *the ART of TEACHING*, spoke on assessment of student writing. Catherine Fosnot, from the City College of New York, showed videos of the teaching of mathematics and talked about the role of contexts and models in math instruction.

Ellin Keene worked with two groups of students from Alvarado and Grant Elementary Schools in Long Beach to demonstrate reading comprehension approaches addressed in her recently revised book, *Mosaic of Thought*. Conducting three sessions, The Great Books Foundation's Don Smith actively engaged participants in Shared Inquiry and a more advanced section, The Power of Students' Questions. Santa Monica's Amy Teplin and Cindy Kratzer, who had previously whetted the interest of mentors at their monthly meeting, reprised their presentation on Lesson Link, this time with principals in attendance along with mentors and fellows. Addressing the interests of principals, *the ART of TEACHING* Program Officer Jerry Harris facilitated a conversation with principals, garnering their suggestions for topics and activities in the 2007-2008 year.

*(Continued on page 4)*

## SECOND ANNUAL THE ART OF TEACHING CONFERENCE ATTRACTS 300, CONTINUED



*Teacher and Author Raif Esquith (second from left) with Cotsen alumni*



*Lloyd Cotsen (center) with Mentor Chris Wilson, Mentor Ruthellen Moss, and fellow*



*Author Carl Anderson (third from left) with Cotsen alumni from Alvarado Elementary*



*Author Ellin Keene with students*



*Author Ellin Keene with student presenters*



*Great Books Foundation's Don Smith*



*The crowd enjoys breakfast*



*Executive Director Judy Johnson*



*School teams meet together*

*(Continued from page 3)*

Rounding out the day, the luncheon's keynote speaker Rafe Esquith, author of *Teach Like Your Hair's on Fire*, brought an inspiring message that touched at the heart of artful teaching. In speaking of his 26 years as an elementary school teacher in a Title I school whose children achieve at remarkably high levels, Esquith emphasized the need to build a trusting community with students. Even more emphatic was his statement to the

group that "who you are" is a critical element to a student's development: what students hear and see a teacher doing has lasting consequences. Sharing his thoughts through a series of lively anecdotes that brought both laughter and tears, Esquith sent Cotsen participants off to their teaching year with high aspirations and much to think about. ■

## NEXT STEPS AFTER THE COTSEN MENTORSHIP, CONTINUED

*(Continued from page 1)*

Susan Normoyle, formerly of Landell in Cypress, retired.

In a newly-developed partnership between the Cotsen Family Foundation and the Lawndale School District, Julie Flanagan will continue as a part-time mentor and support to the principal at Billy Mitchell but with funding provided by the school and district. The foundation will continue to provide professional development opportunities for Mitchell fellows and those at Green, a school new to *the ART of TEACHING*, whose mentor, Eden Samonte will also be funded by Lawndale.

### Mentors' Thoughts on Stepping Back into Familiar Roles

After a month back in the classroom, two mentors, Sean Lindsay and Lisa Paioni, shared observations about their return – Lindsay after four years as a mentor, Paioni after two. Lindsay noted that “My thinking is more clear – little things don’t bother me.” His ‘big idea’ is that he must engage in continuous lesson design and assessment as opposed to worrying about how his room looks: “Is the chart on the wall laminated?” and “Is my library in perfect order?” Lindsay characterized his “stance” now as one based on understanding students, assessing their work, and using the strategies they need. “When that priority is there,” he stated “my bulletin board will be derived from the needed instruction.” He shared his enthusiasm for the work of Catherine Fosnot, a presenter at the 2007 conference, and detailed how his work in math has been affected by sample units she shared with Cotsen participants. Asked how reflective mentoring has influenced his work with students, he



*Former Mentor Cathy Nguyen (right) with alumna Cathy Lweis*



*Former Mentor Lisa Paioni with Lawndale Superintendent Joseph Condon at the Annual Conference*

responded that questioning is far more important now – the questions he asks himself as well as the questions that students pose. “Instead of exhausting input, I leave room and time for students to ask probing questions.

Lisa Paioni, who returned to a new grade level at a different school in her district, was surprised “how good it feels to be in the classroom.” While she said she had always planned carefully, she feels she is much better at it, appreciating now at a deeper level how significant a variable a teacher is. Working with second graders as opposed to the fourth graders she left two years ago, she said, “she is aware of a greater necessity to make learning more concrete for the developmental level of her students.” Continuing she observed, “I ask myself all the time, ‘How clear is your teaching point?’” She noted that she’d learned many new concepts and strategies during her two years as a Cotsen mentor, but implementing them requires her to internalize their practice.

Both Lindsay and Paioni marveled at the level of organization they have come to demand of themselves. Saying he had better appreciation for organization than he had in the past, Lindsay described all his binders organized by content and lesson. Such a practice, he sees now, allows him to think in the moment and find exactly what a student needs. Paioni is “amazed” at how much organization a classroom requires. From processes and procedures to materials to room set-up, she feels she is still organizing at the end of October.

*(Continued on page 6)*

## NEW SCHOOLS AND DISTRICTS JOIN THE ART OF TEACHING

The 2007-2009 *the ART of TEACHING* cohort includes two new districts and nine new schools, bringing the total number of districts to nine, the number of schools to 31, and the number of fellows to 166.

In the foundation's first venture into the San Gabriel Valley, *the ART of TEACHING* chose Rowland Heights. Rowland schools selected for the program are Blandford, La Seda and Yorbita whose mentors are respectively Trisha Johnson, Joyce Garcia, and Carmen Jimenez. They will work with a total of 20 fellows at the three schools.

Moving further into Orange County, the foundation selected Moiola, in Fountain Valley, also a district new to



*New CotSEN mentors for the 2007-2009 school years*

*the ART of TEACHING*. Heidi Sinay will serve as mentor to the six CotSEN fellows.

New schools to the program are Lawndale's Twain where Angela Arvia will be mentor and Green where Eden Samonte will take the role. The foundation has increased its presence in Los Alamitos with the addition of Lee and Mentor Gina Lem-Tardif and Los Alamitos Elementary where Jill Nevin was

selected as mentor. Testing the idea that a more intensive impact might be made with mentors overlapping in one of the two years of the program, the foundation has added a mentor at Lincoln in Long Beach and McGaugh in Los Alamitos. Maria Arteaga joins Osvaldo Ocampo, Lincoln's first mentor, and Lisa McClellan joins Chris Wilson at McGaugh. ■

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## NEXT STEPS AFTER THE COTSEN MENTORSHIP, CONTINUED

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*(Continued from page 5)*

### **Mentors Reflect on New Roles**

Graciela Barba-Castro and Marsha Ahn reported on their new positions. Graciela Barba-Castro, who is now supporting teachers of English language learners, said her CotSEN mentorship had equipped her with coaching skills that facilitate reflection and growth in classroom teachers. She said the data collection tools, coaching language, and protocols for analysis will prove helpful as she begins to spend more time in Rogers' teachers' classrooms. For her, the CotSEN experience was "illuminating, teaching me to envision greatness, to see strengths in others' teaching and to provide support to build on strengths." She said she hopes "to facilitate experiences that help teachers reflect

on their teaching in ways that improves English language development instruction."

Marsha Ahn of Cypress noted that her current position at Vessels and Morris "is similar to my mentor role in that I get to observe, model, and teach lessons often." CotSEN "prepared me for my role by helping me learn how to focus in on specific standards and gather evidence to assess student learning of the concept. My people skills were improved due to the opportunity to work with different types of teacher learners and to learn appropriate questioning strategies." ■

## ALUMNI SUPPORTED THROUGH GRANTS & NETWORKS

To encourage alumni of *the ART of TEACHING* in their continuing professional growth and collaboration, the Cotsen Family Foundation has awarded 17 grants to a total of 68 teachers at 10 schools and initiated two teacher networks for a pilot year. The selections for the alumni grants were made from among 24 proposals submitted to the foundation. All grant applications funded include a plan for collaboration on topics of shared interest that will advance the participants' expertise. Grants were made to teams comprising three to five alumni and other invited teachers from their respective schools. Applicants submitted a plan and an estimated budget for a variety of activities to support their endeavor. Funding was requested for materials, books, release time, and conference attendance fees.

Many of the proposals for alumni grants will extend participants' expertise to the larger school community. Teams from Arnold (Cypress), Smith (Lawndale), Alvarado (Long Beach) and Rogers (Santa Monica) will use funding to further their growth in specific disciplines and to share it on a grade-level or school-wide basis. Another from Cypress is a cross-school team that will fund release time to plan and present a district-wide professional development day, featuring approaches to teaching math, reading, and writing learned during their Cotsen fellowships.

Other grantees want to work in study groups to strengthen particular disciplines, approaches, or lesson design. Landell's group in Cypress plans to study and design appropriate interactive lessons for students using the Smart Board, a large electronic screen that allows

for its users to interact with computer projections. Lawndale's team at Jane Addams and Santa Monica's at Roosevelt and Rogers will form study groups on reading comprehension. Cognitively Guided Instruction in math will be the focus of the study groups in Lawndale's Billy Mitchell and Long Beach's Alvarado and Grant Elementary Schools. Another team at Billy Mitchell will work on developing lessons based on visual arts standards. Recipients at Santa Monica's McKinley and Rogers will work on writing workshop, using the Lesson Link process, an adaptation of the Japanese Lesson Study. Best practices for English language learners will be the priority for a primary team from Rogers.



*Cotsen Alumnae Susan Suomu and Jessica Spondike-Snyder (left to right) from McKinley in Santa Monica are participating in Alumni Grants*

One cross-school team will include a National Board teacher who will support the team's other teachers in their work towards National Board Certification in the coming year.



*Cotsen Alumni from Arnold Elementary in Cypress are working on an Alumni Grant*

The newly initiated pilot networks will be based on two disciplinary practices that have generated great interest and implementation among participants in *the ART of TEACHING*: writing workshop and Cognitively Guided Instruction (CGI) in mathematics. Two alumni have accepted roles as facilitators for the groups which each will enroll up to

15 alumni. Former Mentor Sean Lindsay of Alvarado will lead the writing workshop network, and Susan Suomu, a former McKinley fellow, will work with the CGI cohort. The networks will be cross-district and meet at regular intervals to share and deepen their work through discussion, reading, lesson development, and review of student work. ■

## the ART of TEACHING PROFESSIONAL DEVELOPMENT CALENDAR JULY – NOVEMBER 2007

July 30-August 3	“Writing Workshop,” Teachers College staff, collaboration with Weaver and Rossmoor Elementary Schools - Los Alamitos Unified School District
August 27, 28, 29	New Mentor Training: “Artful Teaching,” Cotsen staff & “Foundations of Mentoring,” Jan Miles & Anne Berg, New Teacher Center - The Grand, Long Beach
September 10	Mentor Meeting: “The Coaching Cycle,” Mentor Chrysta Wyse, Fellow Emily Ferrera and “Goal Setting, part I,” Cotsen staff - Teacher Resource Center, Long Beach Unified School District
September 15	Second Annual <i>the ART of TEACHING</i> Conference: Carl Anderson, Rafe Esquith, Catherine Fosnot, Great Books, Ellin Keene, Lesson Link - Hyatt Regency, Long Beach
September 25 & 26	Mentor Training : “Observation & Coaching,” Jan Miles & Anne Berg, New Teacher Center - The Grand, Long Beach
September 28	“Introduction to Kagan Structures,” a collaboration with Weaver Elementary School - Los Alamitos Unified School District
October 9	Mentor Meeting: “Three Models of Inquiry,” Mentors Graciela Barba-Castro, Joan Major, Ruthellen Moss & Vanessa Vasquez – Teacher Resource Center, Long Beach Unified School District
October 12	Principals Breakfast: <i>On Common Ground</i> , “Building Learning Communities,” Cotsen staff – The Grand, Long Beach
October 29	“Project Based Learning, a School-Based Institute,” - Open Charter Magnet School, Los Angeles Unified School District
November 6	Mentor Meeting: “Goal Setting, Part II – Determining Evidence of Student Achievement (Santa Cruz mentors attending) – Teacher Resource Center, Long Beach Unified School District
November 7	“Introduction to Writing Workshop-a School-Based Institute,” Mentor alumnus Sean Lindsay and Alvarado alumni fellows - Alvarado Elementary School, Long Beach Unified School District
November 13	CGI (Math) Teacher Network Meeting, Susan Suomu, - McKinley Elementary School, Santa Monica-Malibu Unified School District ■



## 2007 MENTOR TRAINING ENHANCED

The Cotsen Family Foundation, drawing on its now deep library of videos of teaching, has enhanced its mentor training. Adding to the successful “Foundations of Mentoring” and “Coaching and Observation” professional development sessions provided by Jan Miles of the Santa Cruz New Teacher Center, the foundation designed and developed a day dedicated exclusively to artful teaching.

To start their journey as mentors to teachers seeking to become great, the 2007-2009 cohort of mentors participated in a day of dialogue, reading, observation, and reflection. New mentors, having been greeted by the experienced mentors they shadowed in the spring, engaged in small and large group conversations about the distinction between competent and artful teaching. The introduction of text further developed the theme of the day with mentors reading and discussing excerpts from Eliot Eisner, Parker Palmer, Seymour Sarason, and Laura Stokes.

Mentors then moved to the shared viewing of the film clips from the Cotsen library, where images were added to the word pictures that mentors had created of extraordinary teaching. Executive Director Judy Johnson facilitated a dialogue about selected clips, using a specific lens through which to watch each lesson segment: social and physical environment, instruction, rigorous content, assessment, and effects on students.

Lively exchanges followed about the “why and how” of what exemplary teachers were displaying in their craft. Observers noted both student and teacher engagement in the subjects of the lessons, the rigor of the work, the sense of community that appeared in each video, and the evidence of accumulated learning evident in the

classrooms which were all filmed toward the end of the school year. Mentors expressed admiration for the elegance of the teaching, the depth of knowledge the teachers brought to the task, the accomplished strategies employed in achieving their goals, and the ability of the teachers to respond to the different learning needs of their students.



*Anne Berg (left) and Jan Miles (right) from the New Teacher Center at UC Santa Cruz led the professional development for new mentors*



*Mentors Edén Samonte, Vanessa Tano-Vasquez and Jill Nevin meet with Cotsen Program Officer Jerry Harris*

A video of Ruthellen Moss, a second-year mentor from Corrine Seeds, University Elementary School at UCLA, concluded the day. Moss’s lesson, starting with a manual typewriter as an artifact, invited students to “become historians,” and moved into small group investigations, student-led, of artifacts (whose purpose was unknown to the students) assigned to each group. Moss herself then discussed with the new mentors what was seen in the video, prompting much thinking about the sequence and logic of the activities, the students’ independence, and their interested observations about the nature of change over time: Moss had brought the students to the question of why such objects are either no longer in use or are seriously changed.

With the day concluded, mentors left with multiple visions of artful teaching.

They noted how inspiring the day had been and renewed their commitment to the ensuing days of mentor training where they were determined to learn the skills that would facilitate their fellows’ growth to greatness. ■

## 2007-2008 COTSEN MENTORS & FELLOWS

### **Cypress School District**

Eryn Copperthite, Cawthon  
Summer-Elizabeth Etter, Cawthon  
Tari Hoops, Cawthon  
Bonnie Houck, Cawthon\*  
Audrey Jeans, Cawthon  
Isis Ortiz, Cawthon  
Tracye Robinson, Cawthon  
Brenda Phillips, Dickerson, Morris\*  
Jeannie Pak, Dickerson  
Gloria Trebs, Dickerson  
Mary Fenoglio, Morris  
Vanessa Freedman, Morris  
Deborah Quaack, Morris  
Laurie Sooter, Morris

### **Fountain Valley School District**

Kate Dillon, Moiola  
Jeff Doherty, Moiola  
Abir Kim, Moiola  
Kathleen Naughton, Moiola  
Heidi Sinay, Moiola\*  
Julie Sipes, Moiola  
Amelia Terich, Newland

### **Lawndale Elementary School District**

Esther Chai, FDR  
Kevin Koga, FDR  
Susan Safah-Garcia, FDR  
Tricia Talerico, FDR  
Vanessa Tano-Vasquez, FDR\*  
Jennifer Lawyer-Johnson, Green  
Betty O'Rourke, Green  
Eden Samante, Green\*  
Deanna Stull, Green  
Christina Van Dusen, Green  
Andrea Arias, Twain  
Angela Arvia, Twain\*

Catherine Gibson, Twain  
Wendy Gonzalez, Twain  
Gail Kempf, Twain  
Mariko Matsuda, Twain  
Tina Zecca, Twain

### **Long Beach Unified School District**

Griselda Garcia, Burnett  
Heather Hall, Burnett  
Bonsita Jones, Burnett  
Araceli Nunez-Tallman, Burnett\*  
Courtney Thomas, Burnett  
Tiffany Wood, Burnett  
Lisa Yarak, Burnett  
Diana Donaldson, Gompers  
Sheila Duran, Gompers  
Stacey Evans, Gompers  
Norma Goguen, Gompers  
Joyce King, Gompers\*  
Judy Rock, Gompers  
Patricia Tilton, Gompers  
Kimberley Tomczyk, Gompers  
Mary Fulton, Grant  
Maria Gonzalez-Villa, Grant  
Scott Karkanen, Grant  
Karina Pope, Grant  
Cesar Sanchez, Grant  
Merril Stansbury, Grant\*  
Robyn Weintraub, Grant  
Martha Alba-Gonzalez, Henry  
Melissa Carrizo Koerner, Henry  
Jena Dellenbach, Henry  
Hermalinda Duron-Gomez, Henry  
Tracy Fiala, Henry  
Amanda Flores, Henry  
Irisalba Pino, Henry\*  
Margarita Serna, Henry  
Rocio Torres, Henry

Maria Arteaga, Lincoln\*  
Geneva Davis, Lincoln  
Shani rae Erickson, Lincoln  
Lee Kolsky, Lincoln  
Victoria Lynn, Lincoln  
Judith Martinez, Lincoln  
Osvaldo Ocampo, Lincoln\*  
Kimberly Ridley, Lincoln  
Zariq Schoettler, Lincoln  
Katie Sotiropoulos, Lincoln  
Raina Southwell, Lincoln  
Bangorn Thepsilik, Lincoln  
Maria Busatto, Roosevelt  
Sarah Knapp, Roosevelt  
Christina Martinez, Roosevelt  
Susan Metz, Roosevelt  
Misook Park, Roosevelt\*  
Silvia Peverini, Roosevelt  
Andrea Tropeano, Roosevelt  
Stephanie Webster, Roosevelt  
Candy Butchko, Signal Hill  
Joyce Davis, Signal Hill  
Cynthia Finley, Signal Hill  
Heather Greco, Signal Hill  
Denise Reid, Signal Hill\*  
Karen Robinson, Signal Hill

### **Los Alamitos Unified School District**

Kimberly Hattabaugh, Hopkinson  
Lisa Kral, Hopkinson\*  
Kristie Kuehnast, Hopkinson  
Sarah Meylor, Hopkinson  
Jean Phillips, Hopkinson  
Paula Pugh, Hopkinson  
Renee Keeler, Lee  
Mary Morgan, Lee  
April Schmiertenknop, Lee  
Andrea Siersma, Lee

## 2007-2008 COTSEN MENTORS & FELLOWS

Gina Tardif, Lee\*  
 Wendy Wood, Lee  
 Allyson Dessero, Los Alamitos  
 Marlea Gardea, Los Alamitos  
 Deborah Kaub, Los Alamitos  
 Jill Nevin, Los Alamitos\*  
 Marilyn Schefski, Los Alamitos  
 Nicole Walters, Los Alamitos  
 Cherie Aniceto, McGaugh  
 Rebecca Fremgen, McGaugh  
 Jean Huston, McGaugh  
 Jessica Karam, McGaugh  
 Sheri Kutz, McGaugh  
 Sheila Lupescu, McGaugh  
 Lisa McClellan, McGaugh\*  
 Renate Mircheff, McGaugh  
 Michelle O'Brien, McGaugh  
 Kristina Scott, McGaugh  
 Chris Wilson, McGaugh\*  
 Heather Askay, Rossmoor  
 Liberty Deal, Rossmoor\*  
 GinaMarie Decker, Rossmoor  
 Ryan Harvey, Rossmoor  
 Elizabeth Heppard, Rossmoor  
 Shannon McGookin, Rossmoor  
 Kate Smith, Rossmoor  
 Kelsey Stolba, Rossmoor

### **Rowland Unified School District**

Hollie Eichel, Blandford  
 Jean Ilano, Blandford  
 Trisha Johnson, Blandford\*  
 Cindy Kim, Blandford  
 Angela Reina, Blandford  
 Nancy Trejo, Blandford  
 Maryellen Whittingham, Blandford  
 Maria Zonni, Blandford

Lydia Dzama, La Seda  
 Joyce Garcia, La Seda\*  
 Myrna Gonzalez, La Seda  
 Gregory Paynich, La Seda  
 Jennifer Ponce, La Seda  
 Gina Vasquez, La Seda  
 Susan Whon, La Seda  
 Cindy Becerra, Yorbita  
 Jessica Cornejo, Yorbita  
 Lorena Gonzalez, Yorbita  
 Carmen Jimenez, Yorbita\*  
 Carlen Le, Yorbita  
 Julie Sosa, Yorbita  
 Julie Tanoue, Yorbita  
 Magaly Vega, Yorbita

### **Santa Cruz City Schools**

Nancy Boehm, Bay View  
 Kris Kennedy, Bay View  
 Adrienne McGuire, Bay View  
 Katherine Mitchell, Bay View  
 Barbara Novelli, Bay View\*  
 Sarah Balla, Bay View\*  
 Dora Gonzalez, DeLaveaga  
 Sierra Hill, DeLaveaga  
 Marsha Isaacson, DeLaveaga  
 Cheryl Mercurio, DeLaveaga  
 Kathleen Fitzgerald, Gault  
 Amariah Hernandez, Gault  
 Elizabeth Lindsley, Gault  
 Jody Lust, Gault\*  
 Claudia Riege, Gault  
 Ginger Anderson, Westlake  
 Julie Egdahl, Westlake  
 Jane Heyse, Westlake  
 Janette Miller, Westlake\*  
 James Smith, Westlake

### **Santa Monica-Malibu Unified School District**

Julie Clark, Roosevelt\*  
 Kitty Donohoe, Roosevelt  
 Brandy King, Roosevelt  
 Amy Levy, Roosevelt  
 Michael Ostrom, Roosevelt  
 Rhonda Schneider, Roosevelt  
 Ann Whitley, Roosevelt  
 Pamela Drescher, Rogers  
 Emily Ferrera, Rogers  
 Laura Henning, Rogers  
 Denise Herrera, Rogers  
 Kirsten Schneider, Rogers  
 Chrysta Wyse, Rogers\*

### **Seeds University School, UCLA**

Kent Gardiner, Seeds  
 Sylvia Gentile, Seeds  
 Joan Major, Seeds\*  
 Ruthellen Moss, Seeds\*  
 Julie Schwerdtfeger, Seeds  
 Scott Smith, Seeds  
 Deanna Staake, Seeds  
 Kimberley Stajer, Seeds

**\* denotes Cotsen mentors**

### **2007-2008 TOTALS:**

9 Districts  
 31 Schools  
 32 Mentors (22 returning, 10 new)  
 166 Fellows (92 returning, 74 new)  
 19 Title I Schools

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*California State University*  
*at Los Angeles*

**FOUNDATION LAUNCHES NEW WEBSITE IN  
PARTNERSHIP WITH HECHINGER INSTITUTE,  
CONTINUED**

*(Continued from page 1)*

At the October event, Richard Colvin walked reporters through sections of the website during the Saturday presentation and distributed a “primer” on classroom observations. Judy Johnson and Barbara Golding, associate director of the foundation, showed an alternate version of the site’s videos, then introduced two of the teachers featured in the short clips. Glenda Bishop,



*Cotsen Alumna Glenda Bishop  
(top) and Mentor Ruthellen  
Moss at presentation*

a former Cotsen fellow, and Ruthellen Moss, a current Cotsen mentor, spoke about their teaching and responded to the reporters’ questions, some on the teaching seen in the videos and others on the process of observing, scripted programs, classroom communities, and access to classrooms. ■