

# the ART of TEACHING

## FOUNDATION PLANS FOR GREATER IMPACT: FOCUS ON ALUMNI

With support from the Stuart Foundation and consultation from Inverness Research, the Cotsen Family Foundation spent the 2007-2008 academic year planning ways to increase its impact by helping more teachers advance toward artful teaching. The result is an expansion plan that focuses first and foremost on developing increased opportunities for “Cotsen alumni” to continue their learning and growth in pursuit of artful teaching and to remain involved with the foundation. The plan was approved by the foundation’s Board of Directors on September 17, 2008.

The focus on alumni support is a result of the realization that artful teaching is not simply a two-year endeavor. Cotsen teachers, current and past, made it clear that the pursuit of artful teaching is a career long project, with the most artful teachers always striving to grow and

improve in their profession. Inverness Research notes that “very many Cotsen fellows make decisions about re-tooling their teaching practice that cut deeply, not superficially, into their preconceptions, habits, and routines of teaching.” As a result, “they feel they are just getting started” after two years and would like ongoing support. Continual improvement of teaching and learning is a life-long endeavor for them.

Recognizing the incredible commitment that Cotsen teachers have made in pursuit of the foundation’s mission of artful teaching, the foundation no longer views the ART of TEACHING as a two-year program. The seminal experience for participants will remain the two-year fellowship with a mentor, but a variety of opportunities will be available after

the fellowship for teachers to remain involved with the foundation in support of their own growth and to develop as teacher leaders contributing to the improvement of the ART of TEACHING for new participants.

The foundation’s expansion plan calls for increased funding for the successful alumni grant program, an increase in the number of alumni content networks organized around the study of a specific content area, support for alumni mentors returning to the classroom, and reservation of spaces for alumni to participate in Cotsen-sponsored professional development. In addition, 2008-2009 marks the introduction of “Strategic Opportunity Grants” to provide targeted alumni districts and schools

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## THE ART OF TEACHING CONFERENCE INITIATES FOUNDATION’S EIGHTH YEAR

Close to 350 current participants and alumni of the ART of TEACHING began the eighth year of the Cotsen Family Foundation’s program at its third annual conference on Saturday, September 20<sup>th</sup> at the Long Beach Hyatt Regency. Founder Lloyd Cotsen, Board President Barry Munitz, and Members Margit Cotsen and Gary Hart joined the alumni, mentors, and fellows in the day’s activities. Also attending were Cotsen schools’ principals, superintendents, and



*Mr. Lloyd Cotsen greets participants*

central office personnel. Special guests included representatives from the Ball Foundation and the Whittier City School District, a potential participant in 2009-2010.

Mentors, fellows, and alumni each attended three of eight workshop offerings, presented by researchers, writers, and practitioners – Megan Franke, Kate Kinsella, Debbie Miller, and Katie Wood Ray – whose work has

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## FOUNDATION PLANS FOR GREATER IMPACT, FOCUS ON ALUMNI, CONTINUED

*(Continued from page 1)*

with resources that will allow them to continue their work around improving the quality of teaching and collaboration in order to increase student learning. Finally, the foundation hopes to call on alumni to contribute their leadership and expertise as it seeks to improve the ART of TEACHING and enrich the experience of new fellows and mentors joining the Cotsen program.

The foundation's expansion plan includes several other recommendations designed to increase the foundation's impact through the promotion of artful teaching. The recommendations include strengthening a program of support for principals and advocating for quality teaching in partnership with other organizations. It is hoped that these two efforts will help provide a context for teachers that is supportive of artful teaching as well as help to spread the effects of the ART of TEACHING across schools and districts.

Two more recommendations in the plan call for concentrating future growth through the addition of new districts and schools in the current service areas of Los Angeles County, Orange County, and the Santa Cruz region in Northern California in order to capitalize on the existing networks of Cotsen teachers already in place in these areas. Finally, the foundation hopes to improve existing aspects of the program, such as the recruitment and selection of new applicants, so that more and more participants achieve artfulness. Like the focus on increasing alumni support, the emphasis on recruiting and selecting those teachers best suited to the ART of TEACHING is a reflection of the foundation's belief that teachers are the program's greatest assets and that everything the foundation does is on their behalf. ■

## MORE CONTENT NETWORKS CONVENE

Responding to the success of the two pilot content networks for alumni in 2007-2008, the foundation has initiated three additional networks for 58 participants in the current academic year. Together, the five networks, located strategically in Los Angeles and Orange Counties, are focusing on writing workshop, broad-based writing approaches, reading comprehension, and Cognitively Guided Instruction or CGI at two locations.

Both Susan Suomu, alumna fellow, and Sean Lindsay, alumnus mentor, will continue as network facilitators with a focus respectively on CGI and Teachers



Cotsen Alumni Susan Suomu (top);  
Sean Lindsay with Leslie Courtney

College writing workshop. Suomu's network, based at Santa Monica's McKinley Elementary School, will continue to accommodate participants' drive time by meeting, as requested, at other school sites during the year. Schools whose alumni are represented in the network are: Billy Mitchell of Lawndale, Muir and McKinley of Santa Monica, and Corrine A. Seeds, University Elementary of UCLA, all schools where CGI is being implemented. Sean Lindsay's writing workshop group will continue to meet at Alvarado, his school, in Long Beach and draw from alumni schools in Long

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## JAMES STIGLER'S TALK UNDERSCORES THE IMPORTANCE OF CONCEPTUAL UNDERSTANDING

Speaking to an audience of teachers selected for their expertise and the desire to advance their practice to artful levels, Professor James Stigler's topic – how to improve teaching – was one of intense interest. Given that the ART of TEACHING promotes rigorous teaching with high expectations for both teachers and students, the findings of the Third International Math and Science Study (TIMSS) were of particular importance. While Professor Stigler, a participant in TIMSS, noted that the goals of the video studies were to investigate “average teaching” of math and to compare teaching across countries, the lessons learned from the studies shed light on a goal of many Cotsen fellows and mentors – to teach for understanding of mathematics.

Some of the lessons of the TIMSS, he reported, were that teaching is a cultural activity, varying more across cultures than within them; and that teaching is contextual – there is no one best way. In those countries with high student achievement in math, teachers focus less on best practice and more on professional judgment; and teaching quality is in the details: with constant adjustment with an eye on the goal of student learning.

He also cited a review of research which identifies two features of classroom instruction that are associated with students' understanding of mathematics. The findings parallel much of what many Cotsen fellows have discovered through their work in mathematics in the last few years:

- Connections - Making mathematical relationships – among concepts, procedures, and ideas – explicit in the lesson. (Connections need not be made exclusively

by the teacher; students, as well, can articulate them for the class.)

- Struggle – Students spend at least some time struggling with important mathematics.

In seeking reasons for why some teachers do not engage students with sustained opportunities to think about mathematical concepts, he noted the pressure of pacing plans and textbooks that do not support conceptual connections, but he also identified a lack of content knowledge and models for how to engage students with concepts. This was a particularly interesting finding, given that Cotsen fellows focusing on math in recent years have made growth of content knowledge a priority and have sought out and developed models for engaging students in concepts.



*James Stigler with Megan Franke*

Concluding, Professor Stigler looked forward and identified activities for improving teaching that are deeply embedded in the ART of TEACHING experience:

- Making teaching public
- Developing teachers' knowledge, skill, and professional judgment
- Relentless focus on student learning goals
- Analysis of student work
- Analysis of teaching/learning as cause and effect
- Opportunities to practice, observe, and share

## THE ART OF TEACHING CONFERENCE INITIATES FOUNDATION'S EIGHTH YEAR, CONTINUED

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informed fellows' respective journeys to artful and rigorous teaching. (See commentaries by mentors and Alumna Fellows Glenda Bishop and Jodi Manby.) Cotsen schools' principals and other site administrators, in addition to attending workshop sessions, met with Jerry Harris, the foundation's principal liaison, for an update on the program and a preview of the activities scheduled for principals in the 2008-2009 school year.

Assembling in the Regency Ballroom for the luncheon, the group was greeted by President Barry Munitz who briefly shared the foundation's plans for deepening the ART of TEACHING experience including greater alumni opportunities, and Gary Hart who introduced the keynote speaker James Stigler, professor of psychology at UCLA.

Professor Stigler, a director of the Third International Mathematics and Science Study (TIMSS), a recipient of a Guggenheim Fellowship and the American Federation of Teachers' Quest Award, and a co-author of *The Teaching Gap* (1999) and *The Learning Gap* (1992), spoke on "Reflections on Teaching and How to Improve It," based on his and others' findings from the two TIMSS video studies. (See article.)

Following Professor Stigler's talk and responses to questions from the audience, Lloyd Cotsen stood to enthusiastic applause as he thanked the Cotsen fellows and mentors for fulfilling his vision: the pursuit of artful teaching which can influence and change the course of a child's life. Following a further outpouring of gratitude and affection, mentors and fellows along with Founder Cotsen went off to the last workshop of the day. ■



Conference photos from upper left to right: Cotsen Board of Directors Member Gary K. Hart; Participants give standing ovation to Mr. Cotsen; Board President Dr. Munitz speaks with Jan Miles of the New Teacher Center.  
 Bottom row: Executive Director Judy Johnson; Participants from La Seda Elementary in the Rowland Unified School District; Participants from Riley Elementary in the Long Beach Unified School District.

## KATIE WOOD RAY: GROWING YOUNG WRITERS

By Jodi Manby, alumna fellow, Billy Mitchell Elementary School, Lawndale School District

From beginning to end, Katie Wood Ray captivated her audience at the ART of TEACHING Conference. With her calm but passionate, intense but humorous presentation, she inspired us all to grow as writing teachers while taking us on a journey into the classroom and even into her own life. Having the opportunity to introduce, listen to and learn from someone who has had immense influence in the way I approach writing workshop, made me feel like a kid in the candy shop. She led the session in an easy-going manner as if she had known us for ages. In sharing video of conferences from her own teaching, she was able to let the audience into her workshop interactions with young writers. Seeing Katie confer with students, artfully growing each writer, was an



*Katie Wood Ray with Jodi Manby*

unforgettable experience for many. It was encouraging and motivating to see authors at the primary level writing across genres so clearly and purposefully. Many people remarked on the powerful impact of the student writing she showed and noted it would positively impact their workshop. The strong presence of non-fiction writing in the work Katie shared was inspiring; she poignantly reminded us that writers won't write what they have not seen and provided suggestions for non-

fiction and first person articles such as those featured in Candlewick Press and Sports Illustrated respectively. The mood following the presentation was a buzz, teachers anxious to get back to their classrooms, taking a piece of Katie's inspiration with them. ■

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## KATE KINSELLA: SENTENCE STARTERS BUILD STUDENT TALK

By Glenda Bishop, alumna fellow, Whittier Elementary School, Long Beach Unified School District

“Only four percent of English Learners’ school day is spent engaging in student talk” (Kinsella, 2008). I was shocked to hear this alarming statistic. I knew I was in the right workshop: Kate Kinsella’s “Bolstering Language Proficiency and Lesson Engagement for English Learners through Structured Academic Interaction,” at the ART of TEACHING Conference on September 20<sup>th</sup>. I was also hooked because I was eager to learn more about improving the way I teach English Language Learners (ELLs) to be fully engaged in conversations and discussions across curriculum. Kinsella structured her presentation in the form of a lesson much like she would teach in a classroom with ELLs.



*Kate Kinsella*

Kinsella immediately engaged her audience with her energetic and enthusiastic style. She delicately balanced what academic language instruction looks like for ELLs with quick meaningful explanations. “Aaaah,” the audience responded. The best part of the session was her modeling of strategies and then explaining their purpose. For example, the sentence frames/starters she presented are great strategies for practicing the language, coupled with the details of partner pair-share, writing, and the knowledge that Kinsella may call on you regardless of your hand being raised or not. The beauty of the sentence frames/starters is that students use them as a springboard for their own thinking. This model successfully invites ELLs into academic discussions. ■

## REFLECTIONS ON MEGAN FRANKE AND COGNITIVELY GUIDED INSTRUCTION

By Carmen Jimenez, mentor, Yorbita Elementary School, Rowland Unified School District

When I first looked over the list of sessions at the Cotsen Annual Conference, I had a difficult time narrowing my selection down to only three. I wanted to see it all.

I debated whether or not to sign up for Megan Franke's session for continuing Cognitively Guided Instruction (CGI) practitioners. Would this be a case where I could benefit from simply reading another attendee's notes, thereby freeing me up to attend something different? For the past year I'd been studying CGI with the help of fellow mentors, my two math fellows, CGI teachers we observed, and Megan's books. I'd also been fortunate enough to attend a three-day workshop presented by Megan and her team. My fellows and I had already learned about counting collection activities, math warm-ups, and the use of word problems.



Megan Franke with Cotsen Fellow Angela Bae

In the end, I decided to sign up for "CGI for Continuing Practitioners," knowing that even if it were all review, it would still be good.

Then I was asked to be the Cotsen Facilitator for Megan's "Introduction to CGI" session. *That's fine*, I thought to myself. I liked Megan and her presentation style, and knew there was much I could learn just by watching her "teach."

I could not have anticipated how much I'd learn that day! My seven pages of CGI notes are filled with more examples of warm-up activities, ideas for word problems, and examples of effective teacher language and behaviors. Megan emphasized the value of focusing on students'

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## DEBBIE MILLER: TEACHING WITH INTENTION

By Yvette Garcia, mentor, Main Street Elementary School, Soquel Union Elementary School District

There aren't many people who can get my undivided attention before my second cup of coffee, but Debbie Miller had me hooked within minutes of her introduction. Ms. Miller started her presentation by inviting us to define our personal beliefs about teaching and learning. Such analysis requires that teachers' set aside their personal opinions about district and state mandates, such as pacing guides and state testing, and take a close look at the fundamental principles and assumptions that drive our instructional choices. Once belief systems have been identified, Debbie Miller challenges us to align our



Debbie Miller (right) with Cotsen Alumnus Mentor Chris Wilson

thoughts with our teaching practices and take action when these systems are not in agreement. This act of constant reflection is what Ms. Miller calls *Teaching with Intention*.

Ms. Miller shared anecdotes and examples based on this model and demonstrated different ways which make her beliefs explicit in her work as a classroom teacher and a staff developer, touching on everything: physical environment, intentional language, modeling thinking, and discovering the significance in student thinking.

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## PARADOX OF THE HEART: REFLECTIONS OF A FIRST-YEAR MENTOR

By George A. Herrera, mentor, Northam Elementary School, Rowland Unified School District

Sometime in late spring or early summer, I received the good news that I would be embarking on the art of learning, a journey which promised to be both thought-provoking and intellectually stimulating. The much anticipated September month finally arrived! I was radiating with excitement at the prospect of a new and vibrant learning experience. What a gift to be part of something so miraculous that would likely change my life in unforeseen ways. For nearly half of my life I had been fantasizing, practicing, and preparing for this glorious day. Indeed, it was my first day of kindergarten!



*George Herrera*

alive and simultaneously wanting so much to be part of the changing tide at this building called school. It didn't take long for me to be enthralled by the possibility of matching the purple felt balloon on the purple felt string of a jovial clown. In time, new experiences, challenges, and phenomenal teachers would nurture my intellectual curiosity and enrich my spirit.

Participating as a mentor in Cotsen's the ART of TEACHING program has been akin to reliving the lunar eclipse of my kindergarten experience. Undeniably, lunar eclipses are the night sky's most reachable marvels. While it still feels different not to have my own classroom of students, I am learning that the art of teaching is a convergence of caring minds and hearts that is alive in daily Cotsen interactions. The ART of TEACHING program harbors a space where the interaction of gifted professionals breathes life into the vision of hope for what artful education is yet to be. In the ART of TEACHING, I have been wondering what is art? I think "thou art" my colleagues! ■

I don't know what dark tunnel I went through between the time I left my house and the time I arrived at school, but before I knew it, I was kicking, screaming, and clutching my mother with every fiber of my being. In a different time and space, bystanders might believe I was hanging onto existing practices and paradigms. How was it possible that in such a short time I had become a living breathing paradox? Perhaps it was the idea of being torn between wanting to keep my home roots

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## DEBBIE MILLER: TEACHING WITH INTENTION, CONTINUED

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Throughout the talk, my fellows and I made a lot of eye-contact as if to say "ah ha." We later discussed the challenges involved in aligning our thoughts with our practice. "It is like we hop on that teaching treadmill in August and feel as if we have no choice but to continually move forward," someone shared. The need to slow things down and reflect resonated with all of us.

We left Long Beach and returned to our classrooms in Soquel, California eager to dig deep into our teaching choices and practices. Despite our personal struggles and professional challenges, Debbie Miller made us believe that teaching with intent is within our grasp. ■

## ALUMNI GRANTS AWARDED TO 109 TEACHERS

Twenty-three projects – representing proposals from 109 teachers, 58 of whom are alumni – have been awarded funding by the Cotsen Family Foundation’s Alumni Grant Program. Responding to a request for proposals, alumni mentors and fellows, along with other school or district colleagues, submitted plans for continuing their growth and development as artful and reflective teachers.

Alumni in **Long Beach Unified** schools, with a total of seven, had the largest number of projects funded. Four of the projects will work on reading – elements of reading workshop, small group reading instruction, or total physical response strategies; one will focus on writing mini-lessons through a book study which includes those books by presenters at the 2008 the ART of TEACHING Conference; and two will strengthen and enhance their Cognitively Guided Instruction (CGI) teaching through staff development, peer coaching, and video analysis.

**Santa Monica-Malibu Unified’s** McKinley, Will Rogers, and Roosevelt garnered a total of five grants. McKinley’s fourth-grade teachers will create a comprehensive reading program aimed at deepening students’ comprehension skills. Two projects at Will Rogers will support inquiry groups whose members will be applying for National Board Certification while one will strengthen the uses of Cognitively Guided Instruction in kindergarten through a Lesson Link cycle (similar to lesson study) of plan, teach, reflect, and revise. At Roosevelt, the teachers will meet monthly to plan activities that further develop number

sense and algebraic thinking in the early grades, take one day to observe an experienced CGI teacher, and develop an assessment of number sense for kindergarten through second-grade students.

Other districts whose alumni were recognized with grants are **Lawndale, Los Alamitos and Santa Cruz City Schools** – and **Corrine A. Seeds, University Elementary of UCLA’s Graduate School of Education**. In Lawndale, FDR will study and develop a formative assessment for reading on a cross-grade basis while Smith’s cross-grade focus will be on math inquiry into CGI. The teachers from the two schools in Los Alamitos – McGaugh and Rossmoor – will respectively convene in inquiry meetings around reading and writing workshop models and the *Context for Learning Math* series by Catherine Fosnot, a presenter at the 2007 the ART of TEACHING Conference, for inclusion in their math program. Teachers from Bay View, Gault and Westlake in Santa Cruz City Schools will work on Lesson Link, conferring in writing workshop, CGI training, or MARS (Math Assessment Resource Service) tasks to assess and guide instruction. At Seeds University Elementary, one group of teachers will study and discuss various approaches to teaching writing in the primary grades while another will work in math, meeting weekly to conduct lesson study. Finally, alumni of Open Charter Magnet of the **Los Angeles Unified School District** will learn about Singapore Math and study strategies and approaches for closing the achievement gap. ■

## PARENT GRANTS AWARDED TO SECOND-YEAR SCHOOLS

The Cotsen Family Foundation has awarded ten Parent Grants to six schools in four districts participating in the ART of TEACHING. The grants, available only to Cotsen schools in the second year of the program, are intended to foster connections between teachers and parents around their students’ learning. As the first teachers of their children, parents, through the grants, are encouraged to participate with their children’s teachers in

supporting student learning. This year’s Parent Grants support a variety of projects, including: parent nights focused on reading comprehension and math; workshops and resources for parents of second-language learners, and; a reading club to encourage parents and kindergarten students to read together. Grants will support 24 teachers, their students, and parents. ■



## REFLECTIONS OF A SECOND-YEAR MENTOR

By Eden Samonte, mentor, Green Elementary School, Lawndale School District

It was the end-of-year luncheon at the beautiful Skirball Cultural Center, and I remember listening to Mentor Chris Wilson's speech about his reflections on being a Cotsen mentor. I sat there inspired by his words, and I could easily identify with all the descriptions of his two years with the ART of TEACHING. Using his trip to Italy as a metaphor for his enhanced view of teaching as a result of the Cotsen experience, he said: "I saw Italy in an entirely new way, with the lens of discovery and wonder, not just appreciation." I related to what he was communicating about an experience that no words can really describe. But, what resonated with me the most was watching Chris overcome with emotion now that his role as mentor was coming to an end. It was then that I realized that I only had one more year left on this exciting "trip" with my fellows.

Before the luncheon, I had completed most of my end-of-year reports, and I had a great feeling of accomplishment. I had a year of experience and training under my belt, and I felt much more confident about starting my second year as a mentor. I had a better and deeper understanding of the process and thinking that guides the work we do as mentors, and I felt more prepared in knowing how to support my fellows in their journey to artful teaching. Experiences during the first year shaped my vision for the second year. I saw the big picture, and what the end goal should look like. I knew more deeply what steps to take to help my fellows get there. The goal setting process and what to look for in my fellows' classrooms during observations were no longer foreign to me. I benefited profoundly from an abundance of support from the Cotsen staff and family of mentors. I felt fully prepared to take on my second year as a mentor.



*Eden Samonte*

But now, I realized that helping my fellows reach their goals was not my only mission. It was Chris Wilson's speech, his deeply felt reflection, which helped me discover an important piece missing from the plan for my second year. As I watched Chris emotionally express his realizations about the art of teaching and his hopes for himself and his fellows, I knew that for the second year my thinking had to add another dimension.

My new vision has become much more meaningful. This Cotsen experience, I realized, does not end when the fellows accomplish their goals or when the end-of-year reports are completed. The ART of TEACHING is about continuing this journey of discovery and learning beyond our two years with Cotsen. My revised plan for the second year now involves steps towards continuing this journey when I am no longer in my fellows' classroom having reflective conversations that have proven so powerful. I feel a great sense of sadness whenever I think about the end of my role as a mentor, which is why it is vital that in this second year I lay the groundwork for making everything that embodies the Cotsen experience live on well beyond the two years of the core program. ■

## THE ART OF TEACHING PROFESSIONAL DEVELOPMENT AND EVENTS CALENDAR JUNE – NOVEMBER 2008

June 9	End-of-year Mentor Meeting and Luncheon: the Yardhouse, Long Beach
June 17 – 19	Training: “Cognitively Guided Instruction” for Blandford, LaSeda and Yorbita Elementary Schools, Professor Megan Franke, Angela Chan and Kristine Ho, UCLA graduate students; a partnership between the Cotsen Family Foundation and the three second-year Cotsen schools in the Rowland Unified School District – Yorbita Elementary School, La Puente, CA
August 25 – 26	New Mentor Training: “Artful Teaching,” Cotsen staff – The Grand, Long Beach
August 27 – 28	New Mentor Training: “Foundations of Instructional Mentoring,” Jan Miles and Rosemary Garcia, New Teacher Center – The Grand, Long Beach
September 8	Mentor Meeting: “Introduction to Part I, Professional Growth Target,” “Alignment of California Content Standard with Selected California Standard for the Teaching Profession,” and cohort activities, Mentors Lisa McClellan and Gina Lems-Tardif – Teacher Resource Center, Long Beach Unified School District
September 10 – 12	New Principal Meeting and School Visits, Topic: “Professional Learning Communities;” Cotsen staff visits to new Cotsen schools: Boulder Creek, Main Street, Valencia and Cotsen alumni schools: Bayview, DeLaveaga, Gault, and Westlake – Santa Cruz County
September 20	Third Annual the ART of TEACHING Conference: Megan Franke, Kate Kinsella, Debbie Miller, Katie Wood Ray, James Stigler – Hyatt Regency, Long Beach
September 22	Follow-up training: “Cognitively Guided Instruction” for Blandford, LaSeda and Yorbita Elementary Schools, Professor Megan Franke and Angela Chan, UCLA graduate student; a partnership between the Cotsen Family Foundation and the three second-year Cotsen schools in Rowland Unified School District – Blandford Elementary School, Rowland Heights, CA
October 1 – 2	New Mentor Training: “The Coaching Cycle,” Jan Miles and Valerie Leal, New Teacher Center – The Grand, Long Beach
October 6	Mentor Meeting: “Unwrapping the Standards,” and “Close Alignment of Content and Professional Standards,” Mentors Joyce Garcia and Carmen Jimenez – Teacher Resource Center, Long Beach Unified School District

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## REFLECTIONS ON MEGAN FRANKE , CONTINUED

*(Continued from page 6)*

thinking by focusing on *our* thinking. She talked about the importance of paying attention to students’ learning trajectories and showed us examples of students at work.

One key learning for me was the information Megan shared about successful CGI teachers – they draw out and make public students’ thinking, they encourage multiple strategies, and they focus on solving word problems. She taught by example, having us participate in a variety of thinking activities and modeling ways for us to encourage students to think more deeply.

It’s hard to say whether I learned more from the powerful sample activities presented, or from watching Megan so artfully present her material, engage her audience, and facilitate deeper thinking. What I *can* say for sure is that I left the Cotsen conference feeling inspired, empowered, and excited to continue my own trajectory with CGI. ■

## PROFESSIONAL DEVELOPMENT AND EVENTS CALENDAR, CONTINUED

*(Continued from page 10)*

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|-------------|--|
| October 15  | “Introduction to Writing Workshop: a School-Based Institute,” Mentor Alumnus Sean Lindsay and Fellow Alumna Leslie Courtney; Demonstration Teachers: Alumnae Clarissa Hall, Carol Keenan, Melina Naffarate, and Susan Bridges – Alvarado Elementary School, Long Beach Unified School District   |
| October 17  | Cotsen Principals’ Breakfast: “Artful Teaching,” Cotsen staff – The Grand, Long Beach  |
| October 21  | CGI Observation Day: “Mentor and Fellow Observations of K-3 Cognitively Guided Instruction in Math,” Demonstration Teachers: Alumna Mentor Trisha Callella, Alumnae Fellows Debbie Caulder, Ruth Freedman-Finch, Teri Malpass, Jackie Nguyen along with Tanya Yosanovich and Alysha Brendel – Weaver Elementary School, Los Alamitos Unified School District |
| November 3  | Mentor Meeting: “Professional Growth Target II: Understanding Each of the Components and Their Alignment,” Cotsen staff and Mentors Denise Reid and Merrill Stansbury – Teacher Resource Center, Long Beach Unified School District  |
| November 18 | CGI Observation Day: “Cotsen Principal Observations of Cognitively Guided Instruction in Math,” Cotsen staff, Principal Erin Kominsky, and selected Weaver teachers – Weaver Elementary School, Los Alamitos Unified School District ■   |

12100 Wilshire Boulevard  
Suite 920  
Los Angeles, CA 90025

Judy Johnson  
Executive Director  
Phone: (310) 826-0504  
FAX: (310) 826-2667  
www.cotsen.org

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## MORE CONTENT NETWORKS CONVENE, CONTINUED

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Beach, Cypress, and Los Alamitos where Teachers College writing workshop has taken hold.

New networks are all located in Cypress and will focus on looking at student work in three different content areas. Alumna Mentor Bonnie Houck will host the southern contingent of CGI alumni at Cawthon, drawing participants from her own school as well as Arnold and Landell, and from three Long Beach schools – Alvarado, Grant, and Patrick Henry – and Los Alamitos' Rossmoor.



*Cotsen Alumnae Mentors Brenda Phillips and Bonnie Houck*

Marsha Ahn, another alumna mentor from Cypress, is piloting a district writing network different in both its focus and composition from other Cotsen networks. The Cypress network will study writing from a number of different approaches and include district teachers who are not part of the ART of TEACHING along with those who are. Brenda Phillips, recently a mentor for Morris and Dickerson, is heading up a reading comprehension network located at Morris Elementary. ■