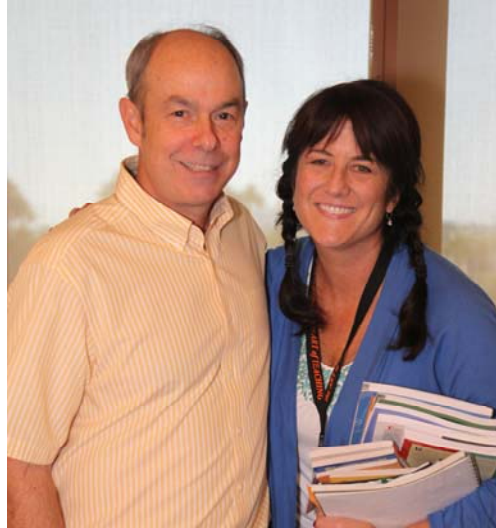


2009 CONFERENCE INSPIRES THE COTSEN NETWORK

Welcomed by the Cotsen Family Foundation Board President Barry Munitz, close to four hundred mentors, fellows, alumni, principals and district administrators began the ninth year of the ART of TEACHING at its fourth annual conference in Long Beach on September 26th.

Once again taking its cue from mentors and fellows, the foundation engaged speakers whose work has had a significant impact on Cotsen mentors and fellows seeking to elevate their practice to a level of artfulness.

The selection of Peter Johnston, professor of education and chair of the reading department at the State University of New York at Albany,



Author and Presenter Ralph Fletcher with Cotsen Alumna Cindy Wechsung, '05

as keynote speaker was indicative of the influence Johnston's book, *Choice Words*, has had on the ART of TEACHING participants. Grounded in

his work with accomplished literacy teachers, his presentation focused on the consequences of teachers' use of their most powerful teaching tool: language. During his talk, Johnston displayed transcribed dialogues of students' and teachers' conversations in classrooms, focusing on what he titled "The Threads of Learning, Comprehension, and Democracy in Classroom Talk." His contrast of one kind of dialogue with another highlighted how teacher talk can be pivotal in the development of a classroom community – or not.

His follow-up breakout session on "Developing Persistent, Strategic Literacy Learners" took the same subject – language – but from a

(Continued on page 8)

PREPARING A COTSEN MENTOR

Each year a new group of Cotsen mentors is selected, usually one for each school's cohort of from five to eight fellows. Mentors are selected for the strength of their teaching combined with their ability to work in a sensitive and collaborative way with their colleagues. But that is just the beginning. In the first two months of their position, mentors receive eight days of training on foundations of mentoring and instructional coaching,



Cotsen Mentors Mary Hamilton, Carmen Jimenez, Alumna '09, and Evelyn Tahiru

facilitation training, and the "nuts and bolts" of video tape, observation schedules and the myriad number of practical considerations of their work. They also participate in monthly mentor meetings during their two-year stint where their skills as instructional coaches are honed, their content knowledge enhanced, and their pedagogical understanding expanded. However, the first day – their

(Continued on page 6)

THE ART OF TEACHING SUPPORTS MCGAUGH INSTITUTE ON CONTEXTUALIZED MATH

On October 28th, McGaugh Elementary in Seal Beach, supported by the Cotsen Family Foundation, hosted the first of what will be a two-day school-based institute on contextualized math drawing on the mathematics research and curricular units of Professor Catherine Twomey Fosnot, professor of elementary education and director of Mathematics in the City at the City University of New York.

Alumna Mentor Lisa McClellan '09, presented the thinking underscoring Fosnot's and her colleagues' work, represented in Contexts for Learning Mathematics, a research-based approach using math situations "to foster a deep, conceptual understanding of essential mathematical ideas, strategies, and models." McClellan and her colleagues, first introduced to Fosnot's research in 2007 at the ART of TEACHING Conference, have been working with her units of study for the past two years.

In her introduction to the 30 Cotsen participants attending the institute, McClellan shared the philosophy and structure of contextualized math, the genesis of McGaugh's interest in the approach, their process of implementation, and the results seen. Since

McClellan, as well as her Cotsen colleagues from McGaugh, had the opportunity to meet in a small session with Fosnot at the 2009 conference, McClellan was able to address more fully questions raised during the day.



Left to right: Cotsen Fellow Daryl Tamez, Mentor Sharon Siedlecki, and Fellow Debbie Steinkoenig observe classrooms at McGaugh Math Institute



Cotsen Alumna Kristina Scott, '08, leads classroom observation

Nine McGaugh teachers, including seven Cotsen alumni from the '08 and '09 cohorts, opened their classrooms for observations to the group. Participants were able to see the teachers and students engaged in mathematical thinking about real-life problems in grades 1-5 and two Special Day Classes. Lunch included a grade-level specific debrief, and the day ended with readings on learning theory and a discussion on the relationship between Fosnot's work and current research-based theories of learning.

Observers will return for a follow-up day on February 24th, 2010, to see the progress of the students in their mathematical work. ■

FIFTH BIENNIAL COGNITIVELY GUIDED INSTRUCTION CONFERENCE DRAWS MANY COTSEN PARTICIPANTS

More than 100 Cotsen alumni, current mentors and fellows and their school colleagues drove south on July 30th to attend the three-day Fifth Biennial National CGI Conference at the Mission Valley Double Tree in San Diego. Taking advantage of the relative proximity of the 2009 event, Cotsen teachers, some joined by their principals, were prominent among the 300 participants. The number of Cotsen attendees was reflective of the strong interest in CGI among the ART of TEACHING participants. Its focus on teaching math for understanding through skillful questioning that elicits children's mathematical thinking has prompted many mentors and fellows to deepen their own content knowledge and understanding of how children come to solve problems.

Keynote speakers at the conference included the co-founders of Cognitively Guided Instruction, Tom Carpenter and Elizabeth Fennema, Emeriti Professors of Curriculum and Instruction at the University of Wisconsin, and their former graduate students and co-writers of *Children's Mathematics*,



Cotsen Mentor Sylvia Jimenez with Cotsen Alumna and Presenter Roberta Reid, '07



Presenters Elizabeth Fennema and Thomas Carpenter



Left to right: Cotsen Alumna Flor Gonzalez '07, Presenter Elizabeth Fennema, and Peggy Ander, '07

Professor Megan Franke of the University of California, Los Angeles and Associate Professor Susan Empson of the University of Texas at Austin. Linda Levi, also a co-writer of *Children's Mathematics* and now Associate Researcher at the Wisconsin Center for Education Research at the University of Wisconsin, Madison, also presented.

Mentors, fellows, and alumni, always eager to learn more about CGI from Megan Franke, were delighted that the conference allowed them the opportunity to also hear those with whom she had started her research more than 20 years ago. The event introduced them to the work of Professors Vicki Jacobs and Randy Philipp of San Diego State who co-chaired the event. Conference breakout sessions featured a number of other university researchers from the University of California at Davis, University of Nevada at Las Vegas, the University of Arkansas and from as far away as Tel Aviv, Israel. The wide range of universities and

(Continued on page 4)

SUCCESS WITH CGI CELEBRATED AT RECEPTION

Cotsen participants and their school colleagues attending the 2009 Biennial CGI Conference celebrated their work on teaching math for understanding at a Friday evening reception that concluded a day of sessions on the pedagogy of CGI. Joined by the conference co-chairs, the co-founders of CGI and the writers of *Children's Mathematics*, teachers from the ART of TEACHING cohorts dating back to 2005 were able to meet and talk with those who did the original research on CGI and who continue to study the math approach that builds on children's thinking.

Alumna Mentor Bonnie Houck, '08 and alumna Fellow Susan Suomu, '06, each a facilitator of a 2008 Cotsen Alumni CGI Network, co-hosted the event along with foundation staff. Houck and Suomu greeted guests from the Cypress, Lawndale, Long Beach, Los Alamitos, Pajaro Valley, Rowland, Santa Cruz, Santa Monica, and Tustin School



Left to right: Presenters Thomas Carpenter, Megan Franke, Roberta Reid, '07, and Darwin Mendinueto, '06

Districts. Two Santa Monica principals, Irene Gonzalez of McKinley and Natalie Burton of Roosevelt joined a cadre of teachers from each of their schools.

A brief welcome by the foundation was followed by the awarding of the ART of TEACHING book bags to UCLA Professor Megan Franke and doctoral candidate Angela Chan. Mention of their names brought enthusiastic cheers and applause from an appreciative crowd, most of whom would never have been aware of CGI without engagement with Megan Franke and *Children's Mathematics*.

In making them honorary members of the ART of TEACHING, Cotsen participants acknowledged their gratitude to Franke and Chan for the introduction to CGI and for their continuing support through presentations, lectures, demonstration lessons, and formal trainings. ■

FIFTH BIENNIAL COGNITIVELY GUIDED INSTRUCTION CONFERENCE, CONTINUED

(Continued from page 3)

school districts represented at the conference gave Cotsen participants a sense of the impact that CGI is having on teachers beyond the Cotsen network in the Los Angeles and Santa Cruz areas.

The depth of the impact on the Cotsen network was highlighted by the four breakout sessions that alumni led. Alumnus Fellow Darwin Mendinueto, '06 and alumna Mentor Chrysta Wyse, '08, each presented a session focusing on supporting struggling students during CGI – Darwin's on students in grades 3-5, Chrysta's on those in K-2. Roberta Reid, alumna fellow '07, presented a

session, "Creating CGI Problems: Integration and Collaboration" and Susan Suomu, alumna fellow '07, paired with UCLA doctoral candidate Angela Chan to speak on "Counting Collections," a practice that has become a mainstay in many classrooms of teachers in the ART of TEACHING.

Nearing the end of the conference, Professor Megan Franke, who has done so much to introduce CGI to the Cotsen network, noted that she'd never before been in such a large group in which she knew – by name or face – so many participants. ■

FOUNDATION SUPPORTS CGI TRAINING AS A WAY TO ARTFUL TEACHING

As Cotsen mentors and fellows study and pursue artful teaching, they come to identify pedagogies that support and promote its development. Most often those teaching approaches and practices enhance a teacher's ability to respond to students' thinking, promoting inquiry and enhancing students' ability to think critically about what is important to know. That is a tall order, and for many Cotsen participants who focus on math, Cognitively Guided Instruction has provided a path to artfulness for them and to deep learning for their students.

Since CGI is not a textbook math program but rather an approach based on a teacher's deep content knowledge of fundamental math and an understanding about how children think – and what they know – about mathematics, it demands a serious commitment to its practice and a rethinking of how most teachers learned, much less learned how to teach, math. To do it well, and artfully, it requires training.

To that end, the foundation engaged Angela Chan, UCLA doctoral candidate in math education and frequent co-presenter with Professor Megan Franke, a CGI researcher and co-author of *Children's Mathematics*, to lead a five-day training for Cotsen alumni mentors and fellows and current mentors and fellows who have been focused on teaching math for understanding through a CGI approach.

On June 23-25, the Cotsen teachers and Angela Chan met at the Long Beach Teacher Resource Center to study CGI. Thirty-four participants represented nine districts – Cypress, Fountain Valley, Lawndale, Long Beach, Pajaro Valley, Rowland, Santa Cruz, Santa Monica, and Tustin – with either current or alumni status in the ART of

TEACHING. Mentors and fellows solved problems in multiple ways, learned about the progression of students' use of strategies and wrote problems using new learning about how children respond to different kinds of problems. They also “unpacked” word problems, watched and analyzed video of children explaining their thinking as they problem solved, and counted – a lot – a practice that yields far more learning than most had ever considered.



Left to right: Cotsen Mentors Evelyn Tahiru and Tim Zweber look at student work with Fellow Ana Perez

On October 19th, the first of two follow-up days, participants returned to the Long Beach Teacher Resource Center where Chan presented problems and questions about conjectures and the surfacing of connections between primary grade CGI problems and algebraic thinking. Turning to their own student work in small groupings by grade level, the teachers described and analyzed what the work told them about their students' thinking and shared ideas about next steps for each child.

Characteristic comments about the training indicated its value to the participants: “I came here thinking that CGI was a way to teach problem solving. I now see that it is a way of guiding students' learning of mathematics.” “The questions that you (Angela Chan) asked us to get where you wanted us to go without giving the answers helped me see more clearly how I can use this (questioning) in the classroom.” “... it's not something you “do” once or twice a week – it's a philosophy of teaching.”

The last follow-up day this winter will be scheduled so that the participants can see a school-wide implementation of CGI in a Title I school. ■

PREPARING A COTSEN MENTOR, CONTINUED

(Continued from page 1)

introduction to the role of mentor to teachers seeking to elevate teaching to an art form – sets the tone and mission of what the ART of TEACHING aspires to achieve.

The first day is the “Art Part,” a day devoted to getting a vision of the kind of teaching that the Cotsen Family Foundation seeks to advance and support as its mission.

This year, August 31st was the day of the Art Part. Arriving at the foundation’s offices, new mentors were greeted by second-year mentors who had provided each with a shadow day in the spring following the new mentors’ selection. Moving from the initial welcome in the board room, mentors, led by Cotsen Art Curator Lyssa Stapleton, appropriately, took a guided tour of art displayed in both the foundation’s and the corporation’s offices. Mentors then settled in to spend the day talking and reading about artful teaching and watching videos and film clips of teaching that capture the various ways in which teaching can be artful.

Discussions proved especially interesting given that the question posed, “What is the difference between proficient and artful teaching?” provoked enhanced, expanded or even different responses from what mentors had originally said when first asked the question during their spring orientation to the program.

Many noted that their responses resulted from further thinking about a question that had never been posed to them before.



New Mentors Claudette Pantney and Sharon Siedlecki practice using video cameras



Left to right: Cotsen Mentors Sue Bernstein, Miguel Arraraz, and Huong Dao

Follow-up conversations focused on readings from selections of Elliot Eisner, Seymour Sarason, Parker Palmer, and Laura Stokes, all of whom have written about artful teaching and, what Laura Stokes of Inverness Research calls, the “relationship triangle,” that is the connection among the students, the teacher, and the discipline – how the strength of the teacher’s connection to both the student and the discipline creates a special space for learning. Moving to the question of what artful teaching actually looks like, Executive Director Judy Johnson presented film clips of specific elements of teaching that demonstrated excellence as seen through the lenses of the social and physical environment, instruction, content, assessment, and effects on kids.

The day concluded with videos of complete lessons that elicited delight, awe, and motivation: artful teaching, albeit different in content, grade level, and style but, nonetheless, all agreed, artful and inspiring.

Feedback from the new mentors indicated that the day had enhanced their vision of what is possible and provided the motivation for the ensuing days of training and work ahead in the ART of TEACHING. ■

NEW DISTRICTS AND NEW SCHOOLS JOIN THE ART OF TEACHING

Two new districts, each with two schools in Southern California, and one new district with one school in Santa Cruz County have joined the ART of TEACHING. Schools new to the program in continuing districts number nine, eight in the South and one in Santa Cruz County.



New CotSEN Mentors

Pomona Unified, a new district, is represented by Lexington and Vejar while Whittier City, also new, is home to Mill and Phelan. Live Oak Elementary from the district by the same name has increased the number of districts in Santa Cruz County, while the addition of Mintie White in Pajaro Valley has

added a second school in that district.

Expansion in Fountain Valley brought in Cox, bringing the total in that district to four schools. In Tustin, Estock and Tustin Ranch are new additions making the Tustin representation eight schools. Lee joins four schools in Long Beach. As a

consequence of the state budget cuts, four mentors are working across more than one school, as some of their fellows having been transferred to other schools within their districts. ■

New Mentor	School	District
Michelle Aceves	Mill Academy	Whittier City
Miguel Arraraz	Vejar	Pomona
Angela Baltierra	Phelan	Whittier City
Sue Bernstein	Lee	Long Beach
Victoria Edgell	Live Oak	Live Oak
Marlene Erdman	Estock	Tustin
Kathy Lewis	Cox	Fountain Valley
LaNette Maioriello	Mintie White	Pajaro Valley
Claudette Pantney	Lexington	Pomona
Sharon Siedlecki	Shelyn	Rowland
Wendy Verrall	Tustin Ranch	Tustin

2009 CONFERENCE INSPIRES THE COTSEN NETWORK, CONTINUED



Top to bottom: Alumna Mentor Lisa McClellan, '09, with Presenters Peter Johnston and Catherine Fosnot; Junior Great Books Presenter Don Smith; Presenter Ralph Fletcher with Alumna Mentor Marsha Ahn, '07; Presenter Ilana Spiegel; Presenter Catherine Fosnot; Conference participants listen to keynote presentation

(Continued from page 1)

different perspective: its effect on students' growth in resiliency and strategic thinking in literacy. Offering examples of teacher talk that is positive or seemingly innocuous, Johnston provoked both laughter and reflection as teachers recognized themselves in some of the dialogues or quotations. As one teacher wrote, "Concrete examples helped guide us in maneuvering through the minefield of praise versus feedback."

Ralph Fletcher, whose books are among the most widely read in the ART of TEACHING, spoke of "Boy Writers," twice, to accommodate the numbers wanting to hear him, and "Helping Students Create Memorable Memoirs." Presenting compelling and often amusing

video about boy writers, Fletcher also shared writing samples and topics to ponder. The vast majority of those attending the session noted that they were going to rethink their approach to boys as writers and reexamine their previously unacknowledged biases. In the memoir session, Fletcher demonstrated ways to generate memoir writing among young children and shared examples of texts that serve well as models and inspiration for student writers of memoir.

When Catherine Twomey Fosnot presented her two sessions on practice that develops young mathematicians and "The Landscape of Learning for Number and Operations," many were returning to hear her again,

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2009 CONFERENCE INSPIRES THE COTSEN NETWORK, CONTINUED

(Continued from page 8)

having been introduced to her work at the 2007 conference. Fosnot's videos were especially effective as teachers were able to see students working together as mathematicians on multi-layered units of study. Teachers were fascinated by the complex problems that students were able to work through leading to deeper thinking. Fosnot's sessions were of particular interest to a number of fellows because of their own experience with implementing her units of study and their plans for a school-based institute, based on the Fosnot units of study, presented for their Cotsen colleagues in October.

Stepping in for Ellin Keene at the last minute, Ilana Spiegel, her colleague, gave enlightening presentations about reading instruction, the first on the necessary balance between surface and deep structures in the teaching of reading. Many appreciated that Spiegel worked with students on stage at one point, demonstrating how to break down a lesson into the two kinds of structures. Her second session, "Synthesis" was "a difficult concept to articulate and made much more understandable," wrote one teacher. Her modeling, handouts, and explanations were widely praised with one teacher noting that she felt Spiegel had anticipated all the teachers' questions.



Don Smith of Junior Great Books returned for a second year, this time bringing colleague Don Sugg for additional sessions on Shared Inquiry and "The Power of Students' Questions." In keeping with the nature of shared inquiry – an opportunity for dialogue about text – the foundation limits the number of participants for these sessions. Leading the participants themselves through a model of Shared Inquiry, Smith and Sugg won plaudits for the experience they provided. Noting the rigorous thinking that the process supports, teachers left eager to pursue further training that will help their students become critical thinkers. ■

Top to bottom: Presenter Ilana Spiegel with students; Presenter Peter Johnston with Cotsen Family Foundation Executive Director Judy Johnson; Conference participants

2009 SCHOOL-BASED INSTITUTES AND PRINCIPAL OBSERVATION DAYS

School-based institutes are one- or two-day events at schools that are particularly effective at rigorous teaching in a specific content area across the grade levels. The principal and teachers present information about the pedagogy, provide classroom observations at selected grade levels, and debrief with the observers

following the demonstration lessons. Typically, mentors and fellows focusing on a particular content area attend an institute followed by principals who are then invited to spend a day visiting those same classrooms and to meet with the school's principal. ■

Math	Cognitively Guided Instruction – Weaver Elementary School, Los Alamitos, September 17
Math and Writing for Northern California Principals	Writing Workshop and Cognitively Guided Instruction – Alvarado Elementary School, Long Beach, September 25
Writing	Writing Workshop: Sixth Annual Alvarado Writing Institute – Alvarado Elementary School, Long Beach, October 20
Math	Contextualized Math Based on Units of Study – McGaugh Elementary School, Los Alamitos, October 28
Writing for Southern California Principals	Writing Workshop – Alvarado Elementary School, Long Beach, November 4
Math	Cognitively Guided Instruction – Weaver Elementary School, Los Alamitos, November 5
Writing	Conferring in Writing – Alvarado Elementary School, Long Beach, November 10
Math for Principals	Cognitively Guided Instruction – Weaver Elementary School, Los Alamitos, November 19

REFLECTIONS OF A COTSEN FELLOW

Deborah Christie, Pajaro Valley Unified School District

Although I have been teaching for 30 years, I feel that in many ways, I am finally “coming into my own” as a teacher perfecting her art. The ongoing support I am receiving through inquiry meetings, reading and discussing professional journals and books, having weekly meetings with my mentor, learning from masters in the field through attendance at the Cotsen annual conference; these are the means by which I am able to experience movement towards mastery of my art, that of a writing teacher.



Cotsen Fellow Deborah Christie with student

I am blessed with the ability to practice and perfect my writing lesson three times each day, given the structure of our daily 6th grade schedule and wonderful collegial support that we have in place. I spend 30 to 60 minutes

each day reflecting on the day’s lesson, reading from the text of writers like Ralph Fletcher and Lucy Calkins, reading and evaluating student writing, and maintaining my own writer’s notebook. I think of my teaching points for the next day and practice the exact lesson I plan to teach by writing in my notebook. Sometimes, I use the notebook as a model for students, and other times I use exemplary work that my students produce in order to clarify and reiterate points that I am making. I continue to be in a place of self-discovery as a writer myself, and as a teacher

of writing. I am inspired on a daily basis and the gifts of mentorship, extra time, and support that Cotsen has provided allow me to maintain passion and joy in my teaching. ■

COTSEN ALUMNA NAMED NASA FELLOW

Pamela Dresher, a Will Rogers Learning Community science teacher and Cotsen alumna, is one of 40 educators in the nation selected to participate in the NASA Endeavor Science Teaching Certificate Project for this school year. She is completing five graduate courses in an innovative, online format. The fellows learn to apply research-based pedagogical strategies and new Science,



Pamela Dresher, '08

Technology, Engineering and Mathematics (STEM) content to their classroom contexts while becoming part of a special network of like-minded educators across the nation. Endeavor Fellows will be awarded a NASA Endeavor Certificate in STEM education from Teachers College, Columbia University. ■

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COTSEN CLASSROOM VIDEOS AVAILABLE

The Cotsen Family Foundation makes classroom videos of excellent teaching available to participants of the ART of TEACHING. Each video also includes an interview with the featured teacher. Produced by both the Cotsen Family Foundation and the New Teacher Center, the videos in DVD form can be requested for use by Cotsen mentors, fellows and their principals. The following is a list of the currently available DVDs.

Discipline	Lesson	Grade Level	Teacher
Math	Math Wall & Cognitively Guided Instruction	1 st	Teri Malpass
Reading	Guided Reading	1 st	Evan Grandon
Language Arts	Drama, social development, phonics, speech, and writing	Special Day Class K/1	Nancy Boehm
Reading	Reading Non-fiction	3 rd	Glenda Bishop
Science	The Study of Light/Meet the Scientist: Joseph von Fraunhofer	3 rd	Lisa McClellan
Social Studies	Early California History: How Things Change Over Time	4 th /5 th	Ruthellen Moss
Language Arts	Reading, Writing, Grammar	4 th /5 th	Joan Major
Math	Math Wall	K	Trisha Callella