

the ART of TEACHING

PERSPECTIVES ON COTSEN IN ROWLAND UNIFIED SCHOOLS

“The ART of TEACHING is transforming our work. Cotsen promotes a love for teaching and learning that transfers directly to the classroom. The excitement about this learning is evident from the testimonials of our mentors and fellows. I have participated in many professional growth opportunities during my career. The ART of TEACHING reaches a level of excellence that is rarely found in our work as educators.” – *Superintendent Maria G. Ott, Ph.D., Rowland Unified School District*

“The Cotsen Partnership has been a gift to Rowland Unified. This gift is wrapped in creativity, commitment to excellence, enthusiasm for



Cotsen participants from the Rowland Unified School District

learning, collaboration, and personal discovery. Our fellows have used this gift to refine their skills and explore new strategies. They are a joy to watch in action. Their enthusiasm is spreading

throughout school staffs. This is a gift that keeps on giving!” – *Assistant Superintendent Sue Brewer, Rowland Unified School District*

With the start of the 2009-2010 school year, the ART of TEACHING will number nine Rowland Unified schools as current or alumni participants. On pages 3, 6, 8, and 9, Mentor Joyce Garcia, three principals whose schools have just completed the core program, and JoAnn Lawrence, Coordinator and Rowland Liaison for the Ball Foundation, consider the fellowship’s effects, each from the perspective of her position. ■

CLASS OF '09 NAMES LLOYD COTSEN FIRST FELLOW & MENTOR-IN-CHIEF

To the strains of Pomp and Circumstance at the Skirball Art and Cultural Center, Founder Lloyd Cotsen was formally designated the ART of TEACHING’s First Fellow & Mentor-in-Chief. As part of the May 2nd culminating ceremony for the cohort of 2009, graduating Fellows Becky Kostrzewa and Kathleen Naughton stepped forward with cap and gown for the soon-to-be First Fellow & Mentor-in-Chief. A very surprised Mr. Cotsen stood to be robed, his look of



Mr. Lloyd Cotsen

incredulity giving way to laughter. Mentor Carmen Jimenez made it official, reading the certificate that proclaimed the new titles as the applause continued. “It doesn’t get better than this,” the First Chief observed to the crowd of 170. After his remarks, Executive Director Judy Johnson awarded the certificates of completion to 76 fellows and 13 mentors. A buffet lunch followed.

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THE ART OF TEACHING ALUMNI STAY ON THE JOURNEY

Stepping up its support for the alumni mentors and fellows to continue their growth in the ART of TEACHING, the Cotsen Family Foundation has offered additional training as well as funding for self-directed professional development.

Sharing Inquiry Through Great Books

On March 5th and 6th, 25 alumni gathered to learn and practice Junior Great Books Shared Inquiry, “a method of learning characterized by high-quality literature, a leader’s consistent use of open-ended questions, and a strong focus on interpretation.”* Supported by a grant from the foundation, two alumni mentors and 23 alumni fellows from five districts – Cypress, Lawndale, Long Beach, Los Alamitos, and Santa Monica – studied the pedagogy, practiced the development of higher-level questions, participated in a shared inquiry, and watched videos of teachers conducting conversations with their elementary school students. Many attending had seen Shared Inquiry during visits to exemplary classrooms during their fellowship years and wanted to study its practice and hone their skills in advancing students’ reading comprehension along with their ability to talk about their thinking.

The training, held at the Long Beach Teacher Resource Center, offered the opportunity for alumni to network with others sharing a focus on critical thinking and accountable talk for their students. Those attending, drawn from graduating cohorts of ’05, ’06, ’07, and ’08, were also able to reunite with colleagues from the two-year fellowship and meet others who had participated in the same experience but at different times.

**The Junior Great Books Foundation Program of Professional Development*



Tish Sipila, '07, Lawndale, and Kristina Scott, '08, Los Alamitos, attend Shared Inquiry



Angela Chan, UCLA Doctoral candidate, will be presenting at an upcoming Cognitively Guided Instruction training for alumni

Foundation Offers Cognitively Guided Instruction Training to Alumni

Responding to ongoing requests from alumni for in-depth training for teaching mathematics through Cognitively Guided Instruction, the foundation has engaged Angela Chan, UCLA doctoral candidate and Professor Megan Franke’s frequent co-presenter, to lead a five-day training in CGI with the first three days being June 23rd, 24th, and 25th. Two follow-up days will be identified for October. Thirty-four former mentors and fellows filled the allotted spaces within three days of the emailed announcement, leaving a wait-list eager for any openings.

Participants are alumni without the formal training but who have been implementing aspects of CGI on the basis of the classroom observations, professional literature, collaboration and talks at the annual conference. A number of current Cotsen school faculties, with school funding, are supporting the training since interest in it has grown through principal, as well as mentor and fellow observations of math classrooms over the past four years.

CGI Leadership Group Identified for Support

To support those alumni of the CGI Leadership Cadre, the foundation is funding registration for 21 alumni mentors and fellows to attend the Cognitively Guided Instruction Fifth Biennial National Conference, July 20-August 1, in San Diego. The alumni, who focused on CGI as fellows and mentors, participated in the Cotsen and UCLA Lab School

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ROWLAND MENTORS BUILD A COLLABORATIVE NETWORK

Mentor Joyce Garcia, '09, La Seda Elementary School

While teachers and students were freshly starting the first day of school in August 2007, I was attending my first mentor training in Long Beach. Two other new mentors from Rowland were there with me, and though Carmen Jimenez and Trisha Johnson were familiar names, (everyone tends to know everyone in our district) we had never actually worked together. It's strange to think back to a time when now fondly familiar faces were all so new. On that day, the three of us became acquainted and over the next three days, we shared learnings, confusions, ideas and anxieties – “Oh, I get it...”, “Wow, I'm really lost...”, “It sounds like we could try this when...”, “Gosh, I hope I don't mess this up...” So it began. We soon found that as we continued our journeys through Cotsen mentorship, the three of us could truly support each other as colleagues and as friends.

Traveling to Long Beach in the carpool lane for mentor meetings was the perfect opportunity for Carmen and I to turn first-of-the-month Monday drives into productive mentor conversations. Then after meetings, Trisha, Carmen and I would send email Q & A's flying. We checked-in, cross-checked, and checked-off our elusive mentor “to do” lists with each other. We also compared our “what *not* to do” lists as we gained better understanding of handling requisitions, scheduling conferences, turning in sub requests, and other district protocols related to our new positions. If only April at our central office could know how much grief we hopefully saved her by not placing three, “What *do* we do?” distress calls instead of one on behalf of us all.



Cotsen mentors from the Rowland Unified School District (left to right): George Herrera, Linda Hill, Mary Hamilton, Trisha Johnson, Helen Oh, Carmen Jimenez, and Joyce Garcia

Then, we started to include Marie...Callender. Monthly lunches with Marie meant sharing our ideas on Inquiry Meetings, schedules, professional readings and videos, must-see visitations to classrooms in other districts, and more. We were bouncing insights, discussing new strategies, reflecting on learning and instruction, asking questions, asking questions, asking questions, and yes ...

pie with Marie was just good for our mentors' souls. We dubbed ourselves the Ya-Yas, and I can't imagine managing our first year any differently.

In our second year, we welcomed Linda Hill, Mary Hamilton, Helen Oh and George Herrera to their new Rowland Cotsen mentor positions. Recognizing their wide-eyed look, we thought it natural to share what we had learned from our first-year experiences. So it began. Our first expanded RUSD/Cotsen Mentor meeting came together by

the end of September, and our most recent was just a week ago. They say that two heads are better than one? Try seven! The reflection and insight that emerge collectively from our Rowland mentor meetings is remarkable. All of us provide support to each other - sharing new information, offering suggestions, and as always, asking questions and more questions. If emails were flying among three mentors – it's amazing to witness them zooming among seven. I now like to call us the Incredibles...to include George. Collaboration has become a way of mentor life for us. ■

CLASS OF '09 NAMES LLOYD COTSEN FIRST FELLOW & MENTOR-IN-CHIEF, CONTINUED



Top to bottom: Mr. Cotsen with fellows from Rowland; Quilt presented to Mr. Cotsen; Executive Director Judy Johnson with Mr. Cotsen; Mr. Cotsen with participants from Twain Elementary in Lawndale; Mr. and Mrs. Cotsen with Cotsen Family Foundation Board President Dr. Barry Munitz; Mr. Cotsen with participants from Los Alamitos

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Preceding the award to Founder Cotsen, five graduating fellows spoke, representing their respective districts' fellows who were being honored for their completion of the ART of TEACHING; Mentor Carmen Jimenez concluded the talks, speaking as a representative mentor of the class of 2009.

From Moiola in Fountain Valley, Kathleen Naughton, holding a Rubic's Cube, associated the six sides and their colors with different aspects of the ART of TEACHING, noting how all the pieces of the puzzle come to make a whole. Andrea Arias talked about the significance of the ART of TEACHING in the words of her and her colleague fellows' students – many of whom she interviewed on her Mark Twain campus in

Lawndale. McGaugh's Becky Kostrzewa from Los Alamitos mused about how accomplished she'd always felt with her special education students, engaging them with "my great insights." Now, she noted, she had learned to encourage and listen to *their* thoughts and ideas, creating a classroom community of active learners. When the students of the next speaker, Yolanda Villa of Long Beach's Grant, surpassed the kindergarten benchmarks long before the year's end in '08, she recounted her panic about what to do next. Her panic, however, resulted in higher expectations for herself, and she followed them to first-grade where they, again, surpassed their grade-level standards in '09. From La Seda in Rowland Heights, Lydia Dzama framed her talk around her love of words and how she's come to share her passion for language with her students, noting a boy, once silent and in need of speech therapy, who now

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CLASS OF '09 NAMES LLOYD COTSEN FIRST FELLOW & MENTOR-IN-CHIEF, CONTINUED

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talks about and evaluates his writing – and no longer goes to speech therapy.

Concluding the panel, Mentor Carmen Jimenez of Yorbita first presented Mentor-in-Chief Cotsen with a quilt made of signed patches from each mentor, then shared the “back story” of the ART of TEACHING’s effects. She told anecdotes about how the learning in math and reading had extended to the larger Rowland Heights community: how a mother, having learned about framing questions to promote math thinking, brought her daughter to the realization she could multiply and how the



Top to bottom: Cotsen fellows representing each district spoke at the luncheon: Kathleen Naughton, Andrea Arias, Becky Kostrzema, Yolanda Villa, Lydia Dzama, and Mentor Carmen Jimenez

school literacy event, supplemented by the ART of TEACHING library grant, had motivated conversation about books between the school custodian and his son, something “I’d never done,” the custodian reported.

The fellows in their talks each offered gratitude for the opportunity that Lloyd Cotsen had offered them, noting the effects of his generosity on not only their practice but the children they teach. ■

COTSEN PRINCIPALS SHARE AND LEARN TOGETHER

To create greater understanding of and support for the ART of TEACHING, the Cotsen Family Foundation continues to engage principals of current and alumni Cotsen schools. Program Officer Jerry Harris brought principal participants in Southern California together for shared dialogue at breakfast meetings on Jan. 23rd, March 30th, and April 24th. In September and April, he traveled to Santa Cruz County and met with the principals of the three new Cotsen schools in the North: Valencia in the Pajaro Valley Unified School District, Boulder Creek in San Lorenzo Valley Unified, and Main Street in the Soquel Union Elementary School District. There, he also visited classrooms of the current fellows. Topics for the meetings were “Lenses for Observation,” classroom walk-throughs, consultancies, professional learning communities, shared experiences with school-wide implementation of different

pedagogies and disciplines, and the various grant opportunities available for alumni.

The principals shared classroom observations of exemplary teaching both in the South and the North: Los Angeles and Orange County principals visited Long Beach’s Alvarado Elementary for a look at writing workshop, school-wide, and Weaver Elementary in Los Alamitos for math through Cognitively Guided Instruction in K-3 classrooms. The group also participated in a Learning Walk at Santa Monica’s McKinley. In northern California, principals traveled to San Jose to Oak Grove Elementary School where they observed outstanding workshop reading and writing and later debriefed with the staff. ■

TWO FOUNDATIONS COMBINE EFFORTS FOR QUALITY TEACHING

JoAnn Lawrence, Rowland Unified School District Ball Foundation Liaison

Rowland Unified School District has the good fortune to be in partnership with the Ball Foundation and to count nine of its elementary schools as participants in the Cotsen Family Foundation's the ART of TEACHING. Generosity and the belief that artful teaching can make a significant difference in the lives of students underpin both the Cotsen Family Foundation's and the Ball Foundation's commitment to transforming teaching and learning.

The Ball Foundation, a family-funded foundation based in Glenn Ellyn, Illinois, was endowed from the capital of an international horticulture company, Geo. J. Ball, Inc. headed by G. Carl Ball from 1921-2006. The Ball Foundation, like the Cotsen Family Foundation, takes a "green house" approach, through Communities of Practice, which are similar in intent and process to Cotsen's Inquiry Groups. These groups incubate ideas, cultivate professional reflection and learning and harvest artful teaching practices. The Ball approach is accomplished through the intersection of literacy education and whole systems change while the Cotsen strategy is to mentor individual teachers in developing artful teaching in the context of a collaborative fellowship.

Bringing individual Communities of Practice into a Literacy Network, the Ball Foundation helps grow teachers' literacy practice through inquiry, reflection and collaboration. This literacy initiative and whole systems change approach, and the Cotsen fellowship with its individual-teacher focus have proven to be complementary. The Inquiry Groups, formed by fellows at Cotsen schools and akin to the Ball Foundation's Communities of Practice, have built tremendous capacity in RUSD. Their collective passion, creative innovation, and desire for continuous

improvement can be supported and fostered through work in Ball's Literacy Networks and participation in opportunities to cultivate their practice in a variety of ways, bringing their expertise into the organizational system.

The Ball Foundation and the Cotsen Family Foundation are currently discussing how to best support the Cotsen Inquiry Groups and the Content Networks that will be formed for alumni in Rowland. Both foundations are eager to use the expertise of the first Rowland Cotsen alumni group, the class of '09. The alumni, in turn, look forward to continuing their own growth in collaboration with their school colleagues in Communities of Practice that will nurture the Rowland Literacy Network. ■

A VARIETY OF PATHS ON THE WAY TO ARTFULNESS

Multiple forms of professional development through a district-foundation partnership, school-based institutes, visits to exemplary teachers' classrooms and individually chosen workshops and conferences continue to complement the ART of TEACHING's core strategy of mentoring.

A Partnership

When an opportunity arose to engage UCLA Professor Megan Franke, a primary researcher in Cognitively Guided Instruction (CGI), the Cotsen Family Foundation and the three Rowland Unified Cotsen schools (cohort '07-09) – Blandford, La Seda, and Yorbita – joined forces to fund a five-day training led by Professor Franke and Angela Chan, UCLA doctoral candidate. Inspired by their mentors', fellows', and principals' visits to Weaver Elementary School in Los Alamitos (cohort '05-'07) where they saw extraordinary math teaching, the three principals and Cotsen staff scheduled 40 teachers to learn the math approach seen at Weaver.

The training, held at Yorbita on June 17-19, 2008, included 14 Cotsen fellows among the 40 teachers, three principals and central office personnel. One of the two follow-up days during the year included a visit to Santa Monica's Will Rogers where the three schools' teachers observed CGI, taught K-5, in a Title I school. Rogers, an alumni school, in its third year of CGI implementation, was "inspiring" as Cotsen fellows described it. "The rigor, the engagement, the learning of the children" encouraged the Rowland



Sarah Frederick, '05, from Roosevelt in Santa Monica, does a demonstration lesson in a Rowland Unified School District classroom



Sarah Frederick (far right) meets with Rowland Unified teachers



Teachers from Rowland Unified visit Will Rogers in Santa Monica to learn more about Cognitively Guided Instruction

teachers, seeing the evidence that good training and commitment over a three-year period could yield the kind of results they envision for their students.

Classroom Observations

Mentors and fellows started early in their observations of exemplary teaching in Los Angeles, Orange, and Santa Cruz Counties. In Southern California, mentors and fellows took to the road to visit the classrooms of Cotsen alumni recommended for observation. Record numbers of observations occurred with a visible impact on the plans, vision, and teaching of current fellows. One visit even prompted a request, from four first-year fellows in the Rowland District, that Cotsen Alumna Fellow Sarah Frederick, '05, of Santa Monica's Roosevelt, come to their respective schools to do demonstration lessons and to observe them teach. In northern California, Santa Cruz mentors and fellows enthused about their visits to Oak Grove in San Jose where they saw excellent reading and writing workshop teaching. Santa Cruz mentors also traveled to Southern California to visit Weaver and Alvarado for observations, respectively, in math and writing.

School-Based Institutes

Current fellows whose professional goals for the year are in writing or math had the opportunity to attend either the first of the two-day Alvarado Institute on October 15th or

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LEARNING FROM QUESTIONS

Principal Mercedes Lovie, '09, Blandford Elementary School

Cotsen Mentor Trisha Johnson and the cadre of seven fellows at Blandford have made a significant and long-lasting contribution to our entire school. This contribution can be seen in the depth of thought given to discussions of teaching and learning taking place not only within the Cotsen fellowship but throughout our entire school. Our staff is focused on asking challenging questions of their students and pursuing the key to unlocking the potential in each child. Teachers do not simply accept the quick answer from a student. Instead, teachers look to bring out the knowledge each child brings to the classroom. Teachers guide students to make their own understanding –



Blandford Elementary Participants

through careful questioning – and equally careful listening. Children’s minds are not viewed as vessels to be filled with information. Their thinking is a valuable resource on which to build learning and determine next steps for teaching.

Similarly, thoughtful questioning is now the primary approach in our professional discussions at Blandford. No one involved in the Cotsen Fellowship or who teaches at a school with a Cotsen mentor will ever be able to forget the lessons learned about the importance of professional dialogue and reflection and how it enhances the pursuit of excellence in teaching and understanding in learning. ■

A VARIETY OF PATHS ON THE WAY TO ARTFULNESS, CONTINUED

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the full-day observation and debrief at Weaver Elementary on October 21, both events sponsored by the foundation. Principals followed later, with their own observation opportunity: February 11th at Alvarado and February 19th at Weaver.

Fellows and their mentors heard about the philosophy and structure of writing workshop at Alvarado, did some writing themselves, talked about their experiences in writing, observed in classrooms, and debriefed with the teachers at the end of the day. They returned for a follow-up on January 28th to share their own successes and challenges with implementation. Weaver hosted fellows and their mentors for a K-3 observation schedule with Principal Erin Kominsky leading the day with background information about the Cognitively Guided Instruction approach used at Weaver. After each class, teachers (former Cotsen fellows and mentor) debriefed with each group.

Individually Selected Professional Development

Using their own \$1,000 grant from the foundation, mentors and fellows pursued individually selected workshops, conferences, or institutes. The choices were wide-ranging, indicative of the path each fellow has chosen to achieve her or his goal. Some of the workshops or institutes included: Kate Kinsella, whom fellows had heard at the ART of TEACHING Conference in September; Debbie Miller, another conference speaker, whose books have become mainstays for many reading programs; the Palm Springs Math Conference; Marcy Cook on math; Nancy Fetzner on writing; Junior Great Books, and various offerings of the Writing and Reading Projects at UC Irvine among many others. Looking to the summer, 16 current participants plan to attend writing or reading workshop in New York at Teachers College. ■

THOUGHTS ABOUT COTSEN....

Principal Erika Krohn, '09, Yorbita Elementary School

Even with the black cloud of the state budget crisis, I have many reasons to dance in the rain. Cotsen's the ART of TEACHING program has brought sunshine and rainbows to my school campus. Students are having conversations about metacognition, visualization, making connections to the world and other books, and sharing book recommendations with friends and teachers. Students are also excited about math and problem-solving. "I get to be the teacher and share my strategy, Mrs. Krohn!" a second-grade student told me. Our fellows have been so excited about student results, that they have shared their work with interested colleagues. Other teachers have been so curious about the fellows' work that we hosted school-wide Learning Walks, giving each teacher an opportunity to watch a lesson in an area of choice. I'm so proud of our fellows' courage to open their doors to all of their colleagues.

None of this would have been possible without our gifted mentor, Carmen Jimenez. She has used her facilitation skills to really stretch our fellows to excellence, and she has shared those skills to help bring our whole school to a deeper level of professional practice. Relationships between teachers and students have always been good at Yorbita, but now bonds are strengthened around a joy of learning.

As a member of the District Reorganization Think Tank, I've drawn on my two-year Cotsen experience, observing the significant impact a small group of educators, collaborating on action research and inquiry, can have on an entire school. With that in mind, I've given input on our district's future structure that will support a focus on student work, collaboration, and inquiry on a large scale across our organization. I'm very optimistic about our future and the work we are doing for children! ■

THE SYNERGY OF THE ART OF TEACHING

Principal Gay Carnello, '09, La Seda Elementary School

Cotsen's the ART of TEACHING has helped our school become more intentional and focused on our practice. Never before have I seen such thoughtful and reflective conversations about teaching and learning. The Cotsen fellows have deepened their knowledge through inquiry sessions, peer visitations, trainings and videotaped lessons. These experiences, along with the expert coaching of Mentor Joyce Garcia, are transforming how they work with children and, as a result, students are making greater learning connections than ever before. Seeing their students' excitement in learning has caused the fellows to become even more enthusiastic about their craft and this "delicious" synergy continues.

Further, the Cotsen teachers' enthusiasm for sharing their knowledge has inspired our staff to be a more cohesive

learning community. Mentor Joyce Garcia has been instrumental in leading our site's professional learning workshops, and the Cotsen fellows have facilitated content focus groups, sharing the work of Debbie Miller, Lucy Calkins, Ellin Keene, Megan Franke, and Robert Marzano, benefiting our entire staff.

We do a lot of talking and thinking about our work. Metacognition fills the air! I look at all of this and wonder "Where has Cotsen been all of my life?" We are deeply grateful. ■

SANTA CRUZ MENTORS AND FELLOWS STUDY THE POWER OF MINDSETS

Mentor Susan Murphy, '10
Valencia Elementary School, Pajaro Valley Unified School District

You have a bright student in your class who has just written a lovely poem. You should tell the student how smart he or she is, right?

This spring, Cotsen fellows from Santa Cruz County schools gathered for a joint Inquiry Meeting to discuss the research of Stanford psychologist, Dr. Carol Dweck. In her article, "The Effort Effect," Dweck explores the idea that students develop "mindsets" that affect their attitude toward learning. She describes two opposite mindsets, fixed and growth. Students with a fixed mindset believe that "they are the way they are". Believing that they are "smart" makes children want to perform well and look smart. Ironically, this can create students who avoid challenges where success is not assured, and cause students to give up easily. Having to try hard or practice to achieve mastery would imply that they are not "smart" because obvious effort is viewed as a sign of a lack of ability. Students with a fixed mindset may "top-out" or become discouraged when they eventually encounter tasks or challenges over which they do not easily reach mastery.

When a student believes that the mind is like a muscle, that training and practice can lead to improved performance, then that student has developed a growth mindset. Such a student has a desire to learn that is not constrained by a label, be it "bright" or otherwise. A growth mindset enables a student to see effort as the path to learning, and challenges as opportunities for new discoveries. The success of others is not threatening, but

is a source of inspiration and ideas. Such a student is empowered to set their own learning goals and is likely to thrive in rigorous academic environments.

"How can we help our students develop a growth mindset?" The language we use to provide feedback to our students can have a profound effect on student mindset. Dweck offers the following tips:

- Listen to what you say to your students with an ear to the messages you are sending about mindset.
- Pay attention to what you praise; rather than praising innate talent, praise effort or processes that expand skills and knowledge.
- When the student messes up, give constructive criticism – feedback that helps the child understand how to fix the problem, rather than labeling or excusing the child.



Susan Murphy, far left, with Valencia participants

To practice our language, we acted out various scenarios and discovered that we may have some bad habits to break. "You are so smart!" Oops, think again! By instead naming and praising processes and habits-of-mind, we can help our students develop a growth mindset that will launch them onto the trajectory of life-long learning.

References:

Dweck, Carol. "The Effort Effect," Stanford Magazine, March/April 2007 or www.stanfordalumni.org/news/magazine/2007/marapr/features/dweck.html ■

THE ART OF TEACHING ALUMNI STAY ON THE JOURNEY, CONTINUED

(Continued from page 2)

(formerly called Corrine A. Seeds University Elementary School) CGI Leadership Day in April of 2008. As alumni, they have continued their study with one of the two CGI alumni content network groups as well as provided demonstration lessons for mentors and fellows interested in teaching math for understanding through CGI. Susan Bridges, '07, recently led an affinity session on CGI for upper-grade levels at the May mentor meeting, using her expertise to strengthen the content and pedagogical knowledge of mentors whose fellows are focusing on math.

The 21 alumni from the Leadership Cadre represent the Cypress, Lawndale, Long Beach, Los Alamitos, Santa Cruz, and Santa Monica-Malibu School Districts as well as UCLA's Lab School. Three Cotsen alumni – Darwin Mendinueto, '06, Susan Suomu, '07, and Chrysta Wyse, '08, will be presenters at the conference.

Alumni Conference Grant Supports Choice in Professional Development

With the understanding that professional development is more likely to be effective when undertaken with a colleague, the foundation has offered an Alumni Conference Grant for a conference or workshop of choice with the proviso that a colleague – Cotsen participant, alumnus, or other interested teacher – also attend the selected conference and share their learning upon return. A total of fifty-three alumni will attend

the Biennial Conference in San Diego. Twenty-one teachers who were not fellows will also attend with their colleagues, funded by other sources, an indication of the growing strength of CGI at their respective school sites. Five alumni will use the maximum \$500 grant to support registration for Teachers College Reading Workshop in New York this summer, two will attend the 6 + 1 Traits of Writing Workshop at UC Irvine, another a training at USC about teaching gifted and talented students, and another will participate in the Choice Literacy Conference in Portland. ■



Susan Bridges, '07, led a CGI math session for Cotsen mentors



Darwin Mendinueto, '06, Chrysta Wyse, '08, and Susan Suomu, '07, (left to right) are presenters at the Cognitively Guided Instruction Fifth Biennial National Conference in San Diego this summer

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NEW SCHOOLS JOIN THE ART OF TEACHING

With the opening of the fall 2009 school year, the ART of TEACHING will include eleven schools new to the program, nine in Southern California and two in the North. Three new school districts – Pomona Unified with two schools, Lexington and Vejar; Whittier City with two schools, Mill and Phelan; and the Live Oak District with Live Oak Elementary in northern California – will join the program in the fall, bringing the total to twelve current districts.

The ART of TEACHING is also expanding in five districts. In Fountain Valley, Cox Elementary will join Newland and Tamura. Riley and Whittier in Long Beach Unified will be joined by Lee Elementary. Shelyn will join currently participating schools in Rowland Unified: Farjardo, Hollingworth, Killian, Northam,

and Ybarra. The Cotsen cohort in Tustin Unified will expand from two schools, Arroyo and Red Hill, to four with the addition of Estock and Tustin Ranch. In northern California, Mintie White Elementary is joining Valencia in the Pajaro Valley Unified School District.

Continuing schools include Mitchell and Smith in the Lawndale Elementary District, Edison Language Academy in the Santa Monica-Malibu Unified School District, along with Boulder Creek in San Lorenzo Valley Unified and Main Street in the Soquel Union Elementary School District.

The new additions will bring the total of current Cotsen mentors and fellows to 177: 151 fellows and 26 mentors in 28 schools. ■