

WHY I BECAME A TEACHER

How does a person come to the decision to become a teacher? What are the experiences and influences that motivate the choice? Five teachers, recently selected to be part of the 2006-2008 cohort of Cotsen fellows and mentors, reflect on the decision to teach.

It is not stretching the truth to say that I began working with children younger than me when I was about 12 years old and began babysitting. From the ages of 14 to 18 I had my own Sunday school class of four-year olds and was quite devoted to it throughout high school. In college at Brown, I majored in educational studies but spent my summers working for corporate childcare consultants, lobbyists, and a children's art gallery, skirting working with children directly. In truth, though, the work I enjoyed

most was volunteering in a shelter for battered and abused women and children. Most Friday nights in Providence found me doing a project with the kids at the shelter – baking cookies and playing board games.

Then the summer before I graduated, I applied to be an Urban Fellow at Bank Street College in New York. The program was designed to get young adults like me from northeastern colleges like Brown into careers in inner-city teaching. We lived at Barnard, took an anthropology class at Bank Street, interned in a classroom at Deborah Meier's school – Central Park East II in East Harlem – and visited social service agencies, Head Start programs and public schools all over Manhattan. They got me.

I was hooked most of all by what I saw happening in a second-grade classroom under the love and expert teaching of an extraordinary/ordinary teacher in East Harlem. It was the beginning of what will be a long career for me in teaching. I returned to Brown that fall and applied to teacher education programs.

**Cotsen Fellow Julie Kern
Schwerdtfeyer
Seeds University School, UCLA**

I joined the teaching profession as my third career quite by accident. For many years, I owned and operated an art gallery called La Luna Galleria specializing in traditional

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THE ART OF TEACHING PASSES 200

Continuing to grow, the ART of TEACHING has added another district, 14 new schools, and an additional 116 participants – including 14 mentors and 102 fellows in three California counties.

Pleased with the outcomes of the past four years, the board of the Cotsen Family Foundation, at their March 7th meeting, approved an expansion plan that includes a pilot of the program in Santa Cruz with the Santa Cruz New Teacher Center as the managing partner. While identification and recruitment of appropriate schools had already begun in February, the direction to expand prompted a more intensive and lengthier period of observations and interviews at prospective schools. Teams of mentors and

Cotsen staff, usually in teams of three, spent a total of 50 days in 21 schools, conducting 195 observations, followed by individual interviews with mentor and fellow candidates.

While only one new district – Santa Cruz – was added to the program, significant expansion took place within three districts. Long Beach's cohort of Cotsen schools expanded to eight from the current four; Cypress added an additional two to their five participating schools; and Los Alamitos increased from one to four schools. Because of the school size and depth of teaching quality, three schools were granted a second two-year round: Santa Monica's Roosevelt and Will Rogers and Lawndale's FDR.

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WHY I BECAME A TEACHER, CONTINUED

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Mexican folk art and Guatemalan textiles. Upon completion of my college degree in communication, I became an editor for Kelly Broadcasting Company, KCRA, Channel 3 in Sacramento. As part of the community outreach program, I worked with at-risk children, bringing them into the studio for tours. This soon developed into small workshops for at-risk kids to help them to develop self-esteem and confidence through creating video essays.

Working with children was rewarding, and I loved it. I come from a long line of teachers, so I had lots of encouragement and support when confronted with challenges. Soon, I moved from Sacramento to Santa Cruz and realized that I missed working with children. I began volunteering at Gault School, and it was then that I knew I wanted to become a teacher. At Gault, I was captivated by the expertise and creativity of the teaching staff, some of whom I work with now. Gault School was more than just a school; it was a family. All the teachers were called by their first names, respected, and loved. They taught with heart and soul, modeled empathy, collaboration, regard, and set high expectations for the students. Gault was an empowering place where dreams became reality. That was all it took to get me to return to school to become a teacher. After all, everyone knows there are no accidents, only opportunities, and that which is not acted upon is not realized.

***Cotsen Mentor Jody Lust
Gault Elementary School
Santa Cruz City Schools***

As is the case with many educators, I come from an entire family of them. Both of my parents have dedicated their lives to the profession, and most aunts, uncles, and cousins have chosen the same path. Because of this fact, I think that I was drawn to this career for two reasons. The first, and most influential at an early age, was that I witnessed firsthand the satisfaction that comes with this job. Both my father and mother truly loved what they did, and this happiness carried over into my own young life. All I have ever wanted out of a career was the pleasure of knowing

that I was making a difference, and this was modeled by my parents. I also believe that the personality traits that helped to make my parents successful in the classroom were passed on to me. This not only engrained in me the desire to help others and share knowledge, but also the skills necessary to facilitate successful learning.

I started working with children at the age of 15, and nearly every job I've held since that time has involved teaching. I feel that I have my parents to thank for guiding me towards this career path, although they did this unconsciously.

***Cotsen Fellow Ryan Harvey
Rossmoor Elementary School
Los Alamitos Unified School District***

Because of my interest in visual arts, I fell into an interesting career – that of photo stylist – after completing my Bachelor of Arts degree. I worked with photographers on commercial photographs, finding props, designing sets, and selecting or coordinating wardrobe. Although I enjoyed the creativity required of me, I grew tired of the fact that ultimately what I was doing had little meaning for me and wasn't truly making a difference. In other words, my altruistic side was screaming to be heard.

So, after many years out of school, I applied to UCLA so that I could become a teacher. I had always loved school and learning. I wanted to help students discover the joy of learning, open their minds to a world of knowledge and creativity, and inspire them to find their unique gifts. I was accepted at UCLA and in one year received my M.Ed. and teaching credential. An interesting side note is that I originally applied for a secondary credential so I could teach French in high school.

Fortunately, a very observant counselor called and asked me to come and see her. When we met, she explained that given my diverse background and interest, she felt I could make an outstanding elementary school teacher. As I hadn't considered that level of teaching, she suggested

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PARENTS CELEBRATE SMALL WRITERS

Step into the Santa Monica classrooms of Cotsen Fellows Jessica Spondike-Snyder or Susan Suomu at McKinley School on writing celebration day, and you know you're someplace special. On that day excited and eager students display, talk about, and read their revised work to an attentive audience of parents and other adults who come to recognize the K/1 and 2nd grade students' work as writers. Then they have a party – treats all around.

As parents enter the room, students hurry to the rug to join them in hearing their teachers introduce the pieces created by these youngest of writers. While all the students may have written a "how to book" or a "small moment" narrative, each student's work represents a choice about what that book or small moment is about. The writing has emerged from collections of their own ideas, called "seeds", from which to select and "grow" a non-fiction or narrative piece.

It is when students have gone through the writing process and completed their revisions that parents, other teachers, and community members are invited to the classroom.

Pride in their work is visible as the writers display their illustrated pieces to invited guests. While parents celebrate the success of their own children, they are also an interested audience for other students' readings. Parents move from



table to table, hearing some very pleased small writers. Students do not weary of rereading their work as another adult draws up a chair to listen. Sometimes, a classmate takes a break from reading aloud so he or she can sit in on a friend's completed story and see if there is something new or different from the last time it was heard.

In workshop writing - the approach used by Spondike-Snyder and Suomu - young writers build a community around writing. Their teachers value their ideas and choices for writing and the students emulate that behavior with their peers. Watching the two classes, an observer notices the genuine interest students take in one another's work as they take turns sharing the newest version of a story to which they have added more detail. The culture of the classroom is one where students feel safe sharing their work with others, opening it up for suggestions and sometimes a good giggle.

The last piece read, parents help with the refreshments. Students cheer as popcorn, lemonade, and cookies appear, the finale to a day when they have participated in their first exhibition of student work. ■

McKinley parents listen to student writers

THE POWER OF OBSERVATION

Cotsen Mentor Trisha Callella, of Weaver School, Los Alamitos, reflects on how the best of teachers respond to powerful classroom observations.

Great teachers are role models of life-long learning in action. Just when they start to develop some expertise in an area, they begin asking questions of themselves and their instruction. What can I do to make this even more effective and meaningful? Is my delivery as clear and purposeful as possible? Is there another way to do this that could be more beneficial for student learning? How are other teachers doing this? Great teachers are constantly in search of innovative ideas, methods, and strategies that positively impact student learning.

The quest for new knowledge led Weaver Elementary, a suburban school, to Long Beach Unified's Lincoln Elementary, an inner-city school, where Weaver teachers anticipated seeing quality teaching. Many people have preconceived notions of the teaching to be seen in such different settings. Those people would benefit from spending a day at each school. Regardless of the location, both Weaver and Lincoln set standards and expectations much higher than those delineated by the state. In both schools, teachers are dedicated to ongoing training and implementation of new ideas that enhance learning. This article attests to the fact that teachers cannot be judged solely on test scores or location. Quality teaching depends upon the dedication and self-motivation of educators who are driven to continually improve upon their instruction.

When the Weaver Cotsen mentor went to observe teachers at Lincoln on four different days, she was impressed by the high level of student engagement, quality of instruction, and dedication to ongoing learning. Most of all, she was excited to see techniques and strategies that she'd not seen in her district's schools. The teachers at Lincoln truly raised the bar of education with high, realistic expectations for themselves and their students.

The Cotsen fellows at Weaver were eager to see and learn new strategies. For years, they had been the models of

“demonstration lessons” and trainings for other schools and teachers. They craved the chance to be on the receiving end for a change. Hearing about their mentor's observations at Lincoln, the fellows asked to visit the school themselves. Lincoln's Principal Bob Williams made the necessary arrangements for the group to observe five amazing teachers. The fellows had no preconceived notions. Everyone knew they could learn from any “great” teacher.

The goal of the visitation was to get a few ideas that the fellows could take back to their classrooms. They would have been satisfied with one but they ended the visit with many. Of the numerous new techniques, strategies, and design elements that were most impressive, a number stood out. The writing lessons were strategic and meaningful. Higher-level questioning was commonplace in every classroom in a school where English-language learners are 80 percent of the population. Students carried on discussions incorporating challenging academic language, iconic statements, and an authentic respect for active listening. The teachers' lessons focused on a clear teaching point - but they caught teachable moments and expanded on them. Teachers used their observation time as an opportunity to identify student needs, and to guide their next steps. Finally, they truly taught children. What a pleasure to see the “Art of Teaching” in action!

As the day went on, there was more talk among the group about how they could get training in the strategies and techniques observed. By the last classroom visit, they were full of questions! Fortunately, Mr. Williams scheduled time for debriefing with him. He came with many resources to share and some answers. It was clear that he is a hands-on, dedicated, and very knowledgeable leader.

Leaving the school, the Weaver teachers were so energized they talked of plans for trying new ideas the very next day and arranging for training in “shared inquiry” during August. Two teachers decided that a single day

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EIGHTEEN COTSEN FELLOWS HONORED AT HUNTINGTON PROGRAM

Cotsen fellows, mentors, staff, and Mr. and Mrs. Lloyd Cotsen gathered together on Saturday, May 13th to celebrate 18 fellows* achievement in completing the two-year ART of TEACHING program. Assembling in Friends' Hall at the Huntington Library, Art Collections, and Botanical Gardens, almost 100 guests were greeted by Executive Director Judy Johnson who, after thanking the mentors and congratulating the cohort of 2004-2006, informed the "graduating" fellows that "we're not letting you go" and emphasized that plans are being made to develop opportunities to sustain their work and connections to the ART of TEACHING.

Johnson then introduced the program recognizing the fellows' successes in their quest for artful teaching. Following a presentation of images from Cotsen classrooms, Program Officer Barbara Golding reviewed the professional development experiences fellows had chosen in support of their goals, noting how their experiences had contributed to the growth of greater professional community at their respective schools.

Before the awarding of certificates of completion by foundation Manager Dianne Glinos, four Cotsen fellows – Glen Olsheim from Santa Monica's Roosevelt, Trine Bacchetti from Lawndale's FDR, Yoli Marmolejo from Will Rogers, also Santa Monica, and Pat Cracchiola from Los Angeles's Open Charter Magnet – spoke briefly about the effects of their two years on their students as well as themselves.



Graduates from FDR in Lawndale with Principal Dayla Sims and Founder Lloyd Cotsen



Graduates from Will Rogers in Santa Monica



Lloyd Cotsen with Mentors Susan Normoyle and Araceli Nunez-Tallman



Participants from Burnett in Long Beach with Principal Claudia Kreis

Olsheim talked of the joy in reading that had come into his fifth-grade classroom as he developed greater expertise and his students greater interest in the written word. He noted the number of words read in the past year alone and shared an anecdote about a "rush" to the librarian when she mentioned a new order of books. Continuing, he noted that mid-year, more than half his students were above proficient on district reading assessments. He said that the Cotsen program had given him an opportunity to become "expert" in an area of practice.

Trine Bacchetti also had chosen reading as her goal for the year. She described the enthusiasm for reading now seen in her room with her expanded repertoire of strategies. She also shared her fifth-grade students' personal assessments of themselves as readers, concluding with one student's comment "when I read, I now hear my inner voice."

Pat Cracchiola, special education teacher, spoke about implementing an intervention approach at her school that she had researched, studied and shared with others at Open Charter. In speaking, she underscored the need to step in early when a student's academic development is stalled rather than wait for a student "to come into his own" or "grow up".

Research, she said, indicates that delay compounds the problem, and her successful experience with earlier intervention with her students confirmed what she'd studied.

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WHY I BECAME A TEACHER, CONTINUED

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that before I committed to a secondary level career, I visit Seeds, University Elementary School, and the lab school of UCLA. I decided to take her up on this suggestion, and after two days of observation, I knew she was right. This was what I was meant to do.

***Cotsen Fellow Ann Whitley
 Roosevelt Elementary School
 Santa Monica-Malibu Unified School District***

I have had the opportunity to travel to various parts of the world to work with children. I have worked with children in China where they are taught to beg for money at the age of five. I have worked with orphans in Russia who have never known their mother or father. I have distributed wheelchairs and crutches to children in Pakistan where polio still exists to this day. I have traveled to Arizona to work with kids in the Navajo Indian tribe who get excited over a used pair of shoes.

All of these experiences have in one way or another led me to become a teacher. I am an idealist who wants to change the world, but at the same time, I realize that I am only one person. Yet, what if one of my students grows up one day and finds the cure for cancer? What if one of my students goes on to be a president of the United States? What if one of my students comes up with a solution for world hunger? Will this happen? I don't know, yet this is what is inside of me that fills me with hope and drives me to make a difference in my students.

***Cotsen Fellow Kevin Koga
 FDR Elementary School
 Lawndale Unified School District*** ■

COTSEN FELLOWS HONORED, CONTINUED

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Yoli Marmalejo observed that before the ART of TEACHING she thought she'd been a pretty good teacher of writing to her third-grade students, wryly noting that she had taught them the "Yoli way." During the course of her two-years focusing on writing, however, she spoke of learning to try a new way and to trust her students as writers – and to remind and reinforce that trust. Addressing Lloyd Cotsen directly, she drew an analogy between the trust he'd placed in her by founding and supporting the ART of TEACHING with the trust she'd learned to give to her students. In closing, she thanked him and said that because of him 40 third-graders, 20 for each of the two years in the ART of TEACHING, had learned to love writing just as she had.

After the awarding of certificates, before adjourning to the porch of the Huntington for lunch, Lloyd Cotsen spoke briefly followed by a standing ovation from mentors, fellows and guests. ■

***2004-2006 FELLOWS HONORED**

Roosevelt (FDR), Lawndale

Trine Bacchetti
 James Mendoza
 Phuong Nguyen
 Patricia Sipila
 Rosi Tamargo

Will Rogers, Santa Monica

Sitara Contreras
 Tristen Macon
 Yoli Marmolejo
 Darwin Mendinueto
 Cindy Thatcher

**Open Charter Magnet,
 Los Angeles Unified**

Pat Cracchiola
 Cathy Furer
 Kim Masumiya

Roosevelt, Santa Monica

Linda Catanzano
 Carol Chang
 Victoria Hurst
 Anna Nitti
 Glen Olsheim

WHY COUNTING COUNTS

On Tuesday evening, March 14, UCLA's Professor Megan Franke returned to speak to Cotsen mentors, fellows, alumni, and administrators at Loyola-Marymount University. Following up on her November talk, Professor Franke's topic was "How Children Learn Mathematics II: What Counts?"

Using a series of video clips and slides that feature children counting, organizing, and recording their numbers, Franke illustrated why it is important for primary students to engage in counting. The ART of TEACHING participants watched as children counted a myriad of things in their classrooms: crayons, blocks, pencils, corks, bottle caps, dominos – anything of their choosing – and recorded their findings in multiple ways.

The slides and film clips made it clear that such activities help students to gain number sense and an understanding of one- to-one correspondence between number and object. In counting, students also have the opportunity to learn to chunk and group numbers, to skip count, and to prepare for multiplication/division and place value.

Watching children at work in the videos proved fascinating as students, with skillful teacher questioning, began to learn to place objects in organized patterns to facilitate more accurate and efficient counting.

An interesting point made by Franke is the challenge students encounter in learning the language of numbers, noting that the numbers 11-19 pose a problem because of the inconsistency of the language used to identify them. Her suggestion that teachers gloss over the teens, at first, and focus on the patterns in 20, 30 etc. initially evoked laughter. However, subsequent film clips showing where young children get lost in counting suggested the strategy's efficacy.



Megan Loef Franke, Ph.D.

During the talk, Franke presented numerous examples of ways to use counting and recording activities in the classroom, linking them to specific important concepts and skills.

As was the case with her talk in November, Professor Franke's presentation kept the 75 attendees engaged for an hour and a half. Numerous "aha's" registered on fellows' faces as student work appeared on the screen, giving evidence of the learning that can result from the strategic use of counting activities.

Follow-up with Cotsen fellows indicated that many had begun to add more counting in their classrooms with much the same result as seen in the videos. Moreover, a large cohort of fellows concluded that their '06 – '07 Cotsen goals would most certainly be in math. ■

GRADUATE OF THE ART OF TEACHING SELECTED AS JAPAN FULBRIGHT TEACHER

Lindsay Light-Kananack, a graduate fellow of the ART of TEACHING (cohort 2005-2007) and a teacher at McKinley Elementary School in Santa Monica, has been selected to participate in the Japan Fulbright Memorial Fund Teacher Program (JFMF). A highly selective program, the JFMF provides outstanding primary and secondary teachers fully-funded short-term study tours of Japan in an effort to promote greater intercultural understanding between the two nations.



*Cotsen Graduate Fellow
Lindsay Kananack*

Kananack will travel to Japan in October 2006 for three weeks where she will visit Tokyo for an orientation on Japanese life and culture and meet with Japanese government officials and educators. She will then visit a selected host city where she will have direct contact with Japanese teachers and students during visits to primary and secondary schools as well as a teachers college. ■

THE ART OF TEACHING PASSES 200, CONTINUED

(Continued from page 1)

A particularly interesting addition to the program is Seeds University Elementary School, or UES as it is often called, the laboratory school of the UCLA Graduate School of Education and Information Sciences. As a lab school, Seeds serves as an important resource for education research, providing an opportunity for faculty and graduate student researchers to work with practitioners. Participants in the ART of TEACHING have frequently visited Seeds to observe classroom teaching, and it was these visits that

| Districts | New Schools | Mentors |
|--------------|---------------|-------------------------------------|
| Cypress | Cawthon | Bonnie Houk |
| | Morris | Brenda Phillips (current mentor) |
| Long Beach | Gompers | Joyce King |
| | Patrick Henry | Irisalba Pino |
| | Lincoln | Osvaldo Ocampo |
| | Roosevelt | Misook Park |
| Los Alamitos | Hopkinson | Lisa Kral |
| | McGaugh | Chris Wilson |
| | Rossmoor | Liberty Deal |
| Santa Cruz | Bayview | Barbara Novelli |
| | DeLaveaga | Sarah Balla |
| | Gault | Jody Lust |
| | Westlake | Janette Miller |
| UCLA Lab | Seeds, UES | Joan Major & Ruthellen Moss |

prompted an interest in the program among both Seeds faculty and the Cotsen Family Foundation.

With the current increase in size, the ART of TEACHING participants now number 201 teachers from 31 schools. They, along with Cotsen graduates, will gather on September 9 for the annual ART of TEACHING conference at the Marina Marriott in Marina del Rey. ■

THE ART OF TEACHING **PROFESSIONAL DEVELOPMENT CALENDAR** **JANUARY – MAY 2006**

| | |
|-------------|---|
| January 9 | Mentor Meeting: Cotsen Staff, “Using the Blueprint for the California Content Standards” And “Looking at the Professional Growth Target’s Alignment with Student Outcomes” – Lawndale Professional Development Center (PDC) |
| February | Mentor observations and interviews of 8 candidates |
| February 14 | Mentor Meeting: Mentors Keri King and Chrysta Wyse, “Resources for Writing Instruction” – how Santa Monica-Malibu Unified School District uses writing workshop and prepares students for district writing prompts – Cypress Board Room |
| March | Mentor observations and interviews of 20 candidates |
| March 6 | Mentor Meeting: New Teacher Center’s Jan Miles “Using the Continuum to Assess Fellows’ Progress on Selected California Standards for the Teaching Profession”– Lawndale Professional Development Center (PDC) |
| March 14 | Dinner and Presentation by UCLA’s Professor Megan Franke “How Children Learn Mathematics II: What Counts?” – Loyola Marymount University |
| April | Mentor observations and interviews of 87 candidates |
| April 3 | Mentor Meeting: Mentor Denise Reid, “Thinking Maps”, how Long Beach Unified School District uses thinking maps in multiple ways - Long Beach Unified School District Teacher Center |
| May | Mentor observations and interviews of 80 candidates |
| May 1 | Mentor Meeting: “Mentor Reflections on 2006 Observations” and Mentor Susan Normoyle’s presentation on visit to China: “Chinese Students, Teachers, and Schools Today” ■ |

THE ART OF TEACHING EXPANDS TO SANTA CRUZ

In its first expansion outside of Los Angeles and Orange Counties, the ART of TEACHING has selected four Santa Cruz City elementary schools for participation in the program. The New Teacher Center (NTC) of UC Santa Cruz will act as the managing partner in this initial pilot of the program outside of Southern California.

A total of four Cotsen mentors and 19 fellows at Bay View, DeLaveaga, Gault, and Westlake Schools were chosen in early May. The schools' new Cotsen mentors will travel to Los Angeles for the week-long mentor training in August and be joined by the fellows for a return to Los Angeles and the ART of TEACHING retreat – now called the annual conference - in September. Foundation Manager Dianne Glinos conducted an orientation in Santa Cruz for all new mentors and fellows on June 8th.

Six Cotsen mentors – Marsha Ahn of Arnold (Cypress), Trisha Callella of Weaver (Los Alamitos), Julie Flanagan of Billy Mitchell (Lawndale), Susan Normoyle of Landell (Cypress), Lisa Paioni of Anderson (Lawndale), Shelly Nunez-Tallman of Burnett (Long Beach) – and two Cotsen staff members flew to Santa Cruz for a two-day series of candidate observations at the schools. Working in teams of two or three, the mentors and staff observed from 8:00 a.m. to 3:00 p.m. each day, making extensive notes of their observations, later used in the after-school debriefing sessions. Jan Miles, NTC program director, and Pam Randall, recently appointed principal at Del Mar Elementary School in the Live Oak District, Santa Cruz, accompanied the Cotsen teams but only as observers of the process, not participants in the selections.

Because of a four-year successful collaboration between the New Teacher Center and the ART of TEACHING,

the Cotsen Family Foundation and NTC were interested in expanding their work together. NTC has conducted Cotsen mentor training, led by Jan Miles, for the past three years and shares a similar philosophy about the mentoring process, making the organization a likely partner for expansion of the program. When Judy Johnson, executive director of the Cotsen Family Foundation and NTC's Executive Director Ellen Moir talked about a partnership in bringing the program to Northern California, Moir recommended that Santa Cruz City Schools be considered.

Subsequent meetings – arranged by Moir, with Superintendent Alan Pagano, Ralph Porras, Assistant Superintendent, Education Services; Tanya Krause, Assistant Superintendent, Human Resources; Diane Morgenstern, Director, Office of Curriculum and Assessment; Betsy Hamilton, Director of Special Projects and the schools' principals – laid the ground work for the project. With the support of George Martinez and Barry Kirschen, Co-Presidents, Greater Santa Cruz Federation of Teachers, the Cotsen Family Foundation and Santa Cruz City Schools moved forward, scheduling classroom observations to start the process.

Selected as mentors for the Cotsen fellows of the four Santa Cruz elementary schools: Barbara Novelli, Bay View; Sarah Balla, DeLaveaga; Jody Lust, Gault; and Janette Miller, Westlake. ■

2006-2007 COTSEN FELLOWS

Cypress School District

Cindy Corbin, Arnold
Ria Rappa, Arnold
Janice Wright, Arnold
Jean Wu, Arnold
Eryn Copperthite, Cawthon
Summer-Elizabeth Etter, Cawthon
Tari Hoops, Cawthon
Audrey Jeans, Cawton
Isis Ortíz, Cawthon
Tracye Robinson, Cawthon
Ann Chung, Landell
Pat Clark, Landell
Linda Planje, Landell
Denise Bergmann, Swain
Candace Carver, Swain
Elizabeth Elmgreen, Swain
Hilaira Horst, Swain
Jennifer Miner, Swain
Jeannie Pak, Dickerson
Gloria Trebs, Dickerson
Quynh Vu, Dickerson
Mary Fenoglio, Morris
Vanessa Freedman, Morris
Deborah Quaack, Morris
Laurie Sooter, Morris
Catherine Richards, Vessels
Lawndale School District
Raymond Kim, Addams
Kathleen Lewis, Addams
Emilie Oliver-Leigh, Addams
Lynn Pacino, Addams
Deanna Seiler, Addams
Michelle Wilk, Addams
Elsa Cernuda, Anderson
Cathy Dileva, Anderson
Ruth Gillespie, Anderson
Terry Karsh, Anderson
Lisa Manalang, Anderson
Lonny Ng, Anderson
Barbara Tank, Anderson
Esther Chai, FDR
Mendy Hunter, FDR
Kevin Koga, FDR
Susan Safah-Garcia, FDR

Tricia Talerico, FDR
Amy Hayes, Mitchell
Cristal Moore, Mitchell
Linh Truong McHenry, Mitchell
Long Beach Unified School District
Glenda Bishop, Alvarado
Susan Bridges, Alvarado
Leslie Courtney, Alvarado
Dwayne Davis, Alvarado
Clarissa Hall, Alvarado
Allison Arzuman, Burnett
Carrie Francisco, Burnett
Anastasia Hubbard, Burnett
Brenda Ocampo, Burnett
Elena Roman, Burnett
Diana Donaldson, Gompers
Sheila Duran, Gompers
Stacey Evans, Gompers
Norma Goguen, Gompers
Judy Rock, Gompers
Pat Tilton, Gompers
Kimberley Tomczyk, Gompers
Martha Alba-Gonzalez, Henry
Jena Dellenbach, Henry
Hermelinda Duron-Gomez, Henry
Tracy Fiala, Henry
Amanda Flores, Henry
Melissa Carrizo Koerner, Henry
Margarita Serna, Henry
Rocio Torres, Henry
Peggy Ander, Grant
Jim Crowell, Grant
Denita Denhart, Grant
Trena Earnest, Grant
Flor Gonzalez, Grant
Ana Marie Karkanen, Grant
Michael Conlon, Lincoln
Shani rae Erickson, Lincoln
Victoria Lynn, Lincoln
Jennifer Rafkin, Lincoln
Zariq Schoettler, Lincoln
Jillian Shafer, Lincoln
Katie Sotiropoulos, Lincoln
Raina Southwell, Lincoln
Maria Busatto, Roosevelt

Sarah Knapp, Roosevelt
Christina Martinez, Roosevelt
Susan Metz, Roosevelt
Silvia Peverini, Roosevelt
Andrea Tropeano, Roosevelt
Stephanie Webster, Roosevelt
Marsha Duncan, Signal Hill
Marlene Hamdorf, Signal Hill
Julie Moira Kemp, Signal Hill
Noel Llopis, Signal Hill
Katherine Tacea, Signal Hill
Los Alamitos Unified School District
Kimberly Hattabaugh, Hopkinson
Kristie Kuehnast, Hopkinson
Sarah Meylor, Hopkinson
Jean Phillips, Hopkinson
Paula Pugh, Hopkinson
Jean Huston, McGaugh
Sheri Kutz, McGaugh
Lisa McClellan, McGaugh
Renate Mircheff, McGaugh
Jill Robinson, McGaugh
Kristina Scott, McGaugh
Heather Askay, Rossmoor
GinaMarie Decker, Rossmoor
Ryan Harvey, Rossmoor
Elizabeth Heppard, Rossmoor
Shannon McGookin, Rossmoor
Kate Smith, Rossmoor
Kelsey Whalen, Rossmoor
Debbie Caulder, Weaver
Carina Cristiano, Weaver
Ruth Freedman-Finch, Weaver
Tracie French, Weaver
Evan Itaya, Weaver
Patti Lee, Weaver
Teri Malpass, Weaver
Jacqueline Nguyen, Weaver
Seeds University School, UCLA
Kent Gardiner
Sylvia Gentile
Julie Kern Schwedtfeger
Scott Smith
Deanna Staake
Kimberley Stajer

Santa Cruz City Schools

Nancy Boehm, Bayview
Kris Kennedy, Bayview
Adrienne Maguire, Bayview
Katherine Mitchell, Bayview
Lauren Stashak, Bayview
Carolina Evans-Roman, DeLaveaga
Dora Gonzalez, DeLaveaga
Sierra Hill, DeLaveaga
Marsha Isaacson, DeLaveaga
Cheryl Mercurio, DeLaveaga
Kathleen Fitzgerald, Gault
Amariah Hernandez, Gault
Elizabeth Travis Spencer Lindsley, Gault
Claudia Riege, Gault
Ginger Anderson, Westlake
Julie Egdahl, Westlake
Jane Heyse, Westlake
Sarah Riccabona, Westlake
James Smith, Westlake
Santa Monica-Malibu Unified School District
LaShawn Moore, McKinley
Jessica Snyder, McKinley
Susan Suomu, McKinley
Pamela Dresher, Rogers
Emily Ferrera, Rogers
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**THE POWER OF OBSERVATION,
CONTINUED**

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just wasn't enough. They scheduled a return visit immediately with two Lincoln teachers. With only two- and-a-half weeks left of school, one would think hard-working teachers would be "on cruise control." There's no such phrase with quality teachers!

The enthusiasm of the Cotsen fellows is clear evidence of how great teachers thrive on new opportunities, freedom

to take risks, and continuous learning. Leaving Lincoln with more questions than answers was a critical piece. The Weaver fellows will now seek to expand their own knowledge because of what they saw in the Lincoln classrooms. The power of observation has a greater impact on instruction and desire to learn than any other factor. The only question remaining is, "When can we go back?" ■