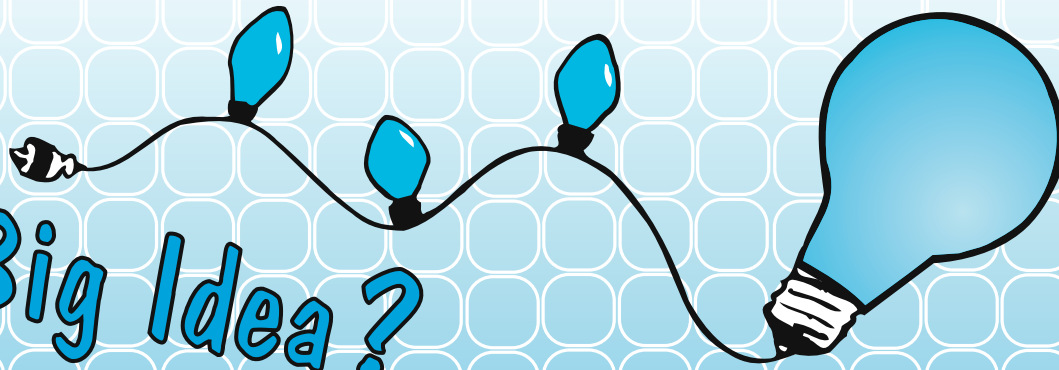


What's The Big Idea?



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Use More Than Your Words

It's never easy, yet getting it right is critical to your students' success, not to mention your sanity. It's classroom management.

(This article was originally published in March of 2008 in the Ontario College of Teachers publication, 'Professionally Speaking,' written by Leanne Miller, revised by Kendall Zoller and Claudette Landry. Affiliated with the K-12 Alliance for more than 12 years, Kendall began as a member of a life science cadre. Since then, he returns each year to share his expertise on non-verbal communication with the K-12 Alliance staff developers.)

A teacher can't get his students' attention and his volume starts to rise. He glares at them and tells them to look at the board. Some do; most don't. His volume increases again: "Don't look at me; look at the board." Some kids squirm; most still look at their teacher.

While telling the students to look at the board, the teacher's non-verbal message, conveyed by his eyes, is to look at him. No one is going to look away from a teacher in this situation. The teacher has sent a mixed message and increased the likelihood of having to discipline some students.

Teachers trained in non-verbal classroom management spend more time on content, less time on management, and have more energy at the end of their work day. That's the contention of Michael Grinder, Director of Education, Neuro-Linguistic Programming (NLP).

Grinder visited more than 6,000 classrooms and discovered that matching verbal and non-verbal messages is essential in effective management and instruction while preserving relationships and gaining compliance in the classroom. Expanding on the work of Grinder as well as linguists, psychologists, physiologists and cognitive scientists, Kendall Zoller developed Nonverbal Communicative Intelligence (NCI). NCI includes the systematic use of gesture, voice, breathing and other non-verbal signals to enhance communication.

"Everything we do as teachers has an influence in the classroom," says Claudette Landry, a former teacher, vice-principal and curriculum consultant. "By speaking loudly, we inadvertently communicate that students should also speak loudly. NCI teaches us skills, methods and strategies to increase the congruence between verbal and non-verbal communication."

Landry now works with Zoller delivering non-verbal classroom management workshops throughout North America. "NCI does not itself build a healthy classroom," she explains. "Rather, it supports and extends the methodology the teacher already uses. By preventing escalation, it helps preserve the relationship teachers have already developed with their students. NCI is about getting students' attention for teaching and learning, and then ensuring they stay on task." Teachers will still have to discipline students, but using NCI decreases the frequency of those consequences.

Three Learning Stages

According to Dunn and Dunn, student's have one of three dominant learning styles: visual, auditory or kinesthetic. Primary students tend more toward the kinesthet-

ic, adolescents toward auditory, Landry explains. "It's the auditory and kinesthetic students who need more managing in the classroom, and NCI helps train them to be more visual and therefore more compliant."

Congruency is one of the most important elements of NCI. "Don't send mixed messages," Landry explains. "If you want students to look at the chalkboard, tell them to look, point to it, and then you look at the board too. Don't look at them."

One effective attention-getting tool is "above, pause, whisper" and was originally described by Michael Grinder. Class volumes fluctuate every five to seven seconds. Don't try to talk over them when they're loud. Wait for the lull to speak. Then use a voice louder voice volume to get their attention. Once you have their attention, stand still and pause a few seconds. Then by starting your message in a whisper student attention is gained.

All teachers have a range of voices. Grinder discovered two types effective in classroom management. The credible voice has little modulation. Tone drops at the end of sentences. The speaker's chin lowers a bit at the end of sentences. Effective newscasters use this voice to deliver the news, think of Walter Cronkite, Peter Jennings. Keep head, body, face, arms and hands still, yet fluid, when using the credible voice. Actions, voice tone

and words all communicate the same message. Use the credible voice when giving instructions, delivering important content.

The approachable voice is the opposite of credible and uses more modulation. Intonation regularly rises and falls. The voice has rhythmic, even melodic tones. The head moves up and down, arms and hands are open and inviting. The approachable voice invites discussion, encourages participation and makes students feel warm and welcome. We often use it when



asking questions.

It's time to begin your first lesson of the day. You listen to the volume, wait for a lull and speak two levels above it. "Class, please look in this direction."

She advises consistently standing in the same spot when you want students' attention. "This lets the visuals see you and the auditories hear you. Regularly using this technique trains students that this is the time for them to be attentive. After a while, when you stand in that spot, you will have their attention without having said a word." How we say something is often more important than what is said. If you want your students to be still, you be still yourself. A still body also helps deliver content. Kendall Zoller talks about the impact of "freeze body" on students.

Try this. Using your credible voice, walk and talk: "Boys and girls, today we are going to talk about a very important year in California history: 1849. The year the Gold Rush started." Now say it again but pause and freeze

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your body before you say 1849. The words may be the same but the impact is significant. You'll have even more impact if you hold the pause for a few seconds.

"Kinesthetics need more time to retrieve and process information ... The best thing you can do for their learning is wait. An effective freeze-body implemented when delivering important content can enhance memory and focus for all three learner types in your class," Zoller says.

Pausing is another effective NCI skill that supports learning and appropriate student behavior.

"Tony, can you please tell us one of the main differences between coniferous and deciduous trees?" Silence. "Tony, do you remember yesterday we talked about pine trees and maple trees? Do you remember which is deciduous and which is coniferous?" Silence. Gentle pushing: "Tony, what kind of tree is that right outside our window? Do you know?" Silence.

The keen teacher keeps asking Tony questions to help him answer the first one correctly. Landry thinks that if Tony is a kinesthetic learner, this type of pushing is the least helpful thing a teacher can do. "Kinesthetics need more time to retrieve and process information. As much as six seconds more than other children," Landry says. "The best thing you can do is wait."

She encourages teachers to ask one good question and then keep quiet and let Tony think about it. Once you have bombarded him with questions, you shut him down. He doesn't know which question to answer, and his thinking becomes muddled.

When teachers give students three or more seconds of undisturbed wait time, the outcomes include longer and more correct responses, fewer I-don't-knows and more volunteered answers.

Landry describes some NCI skills for managing students during the transition from teacher-centered to independent work. Using "visual exit directions" helps avoid common interruptions such as what page, which questions, or why do we have to do this. Write clear and complete instructions on the board before the lesson. When the inevitable questions arise, avoid eye contact and say nothing. Instead, point to and look at your written instructions. Through repetition, students will become more independent by checking their understanding with the written word.

Managing Students

Follow visual exit directions with MITS – Most Important Twenty Seconds. Ask if there are any questions. If something is applicable to everyone, add it to the directions. Then say something like, "Please begin." Stand still, breathe calmly, and scan the desktops for 20 seconds. If

USE MORE THAN YOUR WORDS, CONTINUED ON PAGE 4

The "Othering" Instinct

BY KATHY DIRANNA

Recently, my eldest daughter Katy claimed that I had "othered" her. Finally, I thought, after 33 years, she has come to the realization that I had "mothered" her and she was thanking me for a job well done!

But oh no, once more our parent-child communication was off.

No mom...you "OTHERED" me. In your column, you have written about Nikki becoming a teacher, about grandma influencing your passion for quality education, even about dad putting up with your zillions of travels to an "S" city on a "T" day. But have you ever even mentioned me? NOOOOO!

That is what it means to be othered: to be placed in a category that is not treated as the norm, to be treated with indifference, to be marginalized.

It hit me like a ton of bricks. If I had "othered" my daughter, a person whom I love and respect, a person who has made me proud to be a mother, how easy it must be to "other" those that are different from us. In a blink of an eye, we pass judgment on those who look, act or think on another level. It's so simple for us to disenfranchise the very people we think we are including.

I thought about how "othering" happens in our classrooms when we talk about what "those" kids can and cannot learn. I realize we "other" when we take the first three hands to answer a question and then move on as if everyone understood. It's so easy to "other" when we only teach to the test and don't

consider the deeper need for building life-long literacy. How many of us "other" when we refuse to challenge student thinking because we don't believe they can do it?

The classrooms are not the only place "othering" occurs. It happens in our faculty lounges. New teachers are "dissed" for having new ideas; old teachers are dismissed as needing to retire. Author Michael Fullan talks about vulcanized faculty, which is, in essence, another form of being "othered." Who is in the know? Who is on the fringe?

Many of you are now involved in professional learning communities. For these communities to work, the school has to "deprivitize its practice." The community needs to work collaboratively to improve learning for all students. The underlying principle in this movement is all about inclusion.

For real inclusion to occur, we first need to take stock in our own lives and "fess" up to when we've "othered" someone else or we ourselves have been "othered." Only then can we put inclusion first.

As you begin your work this school year, think about your "othering" rating, and decide what steps you will take to help form an inclusive collaborative community at your school.

For me, my first step to stop "othering" is to Katy. I'm writing about you in order to put the "M" back in "other" because you make me proud and I want you to know that you are included as an enjoyable and vital part of my life!



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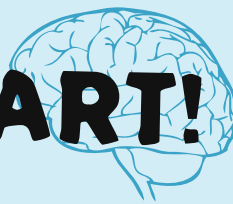
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Scientists do it, analyze it, explain it, and repeat it... if necessary!



GET SMART!



Moving on....

BY KATHY DIRANNA

Goodbye Diane



Diane Carnahan

The old saying goes: "Change is mandatory; growth is optional." Diane Carnahan joined the K-12 Alliance 15 years ago; her journey with us embodies the sentiment of this quote. Diane came to professional development work directly from the primary classroom. She used that springboard to develop into an extraordinary leader, comfortable with teachers K-12, university faculty, business and community members.

Diane worked with schools in the San Joaquin area and her most recent work was with Lodi and Lincoln school districts in two California Math Science Partnership grants. Diane also worked with schools in the Bay Area and directed several other projects, including the Literacy in Science Academy (LISA), which involved districts from Northern and Central California.

Teaching and learning are Diane's passion. She helped shape many of our programs including science, literacy and mathematics, modeling for us how to seek continuous improvement for growth and understanding. Diane is also passionate about leadership. She encouraged many teachers to be leaders and some to become administrators in district and county offices.

Recently Diane was invited to direct the formation of a graduate school of education at the San Joaquin County Office of Education. When I learned of her decision, I was stunned. Then I realized that the greatest compliment to any organization is that its members build on their understandings and find new fields to challenge and change. I will miss Diane's smile, her intellect and her crazy survey questions.

Most of all, I will miss my friend and colleague. I know that we will continue to find ways to collaborate

through this change...and make new growth together in ways that have not yet been imagined!

Happy Retirement, Rita



Rita Starnes

Twinkly eyes, big bright smile, always thinking about the affect – these words describe Rita Starnes. For 22 years, Rita has contributed to the development and implementation of the K-12 Alliance programs. In fact, she was one of the original pioneers, who threw

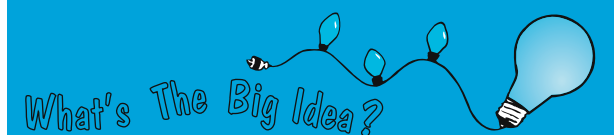
away her "rear view" mirror and leapt into the unknown to help shape our programs into a premier professional development organization.

Rita worked with schools in Central California and her territory included the Central Coast to the Central Valley. Her most recent work was with Tulare City Schools in a California Math Science Partnership grant. Under her tutelage, teachers from Tulare and several small surrounding districts learned effective and exciting ways to teach science. Several teacher leaders shared their expertise at CSTA conferences, and the Lesson Study Conference in Sacramento

After years of dedicated service, Rita is retiring from the day-to-day work of helping teachers improve their practice. At our annual Staff Developer Training in June, she received the red shirt, designating her as our first Regional Director Emeritus!

We wish Rita good luck and enjoyment in the ensuing years, and look forward to having her join us when she can.

On a personal note, I will miss you, my friend and loyal supporter. I will miss that wink in your eye and that style that is only you. Continue to "stand tall on the chair!"



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LEADERSHIP



Nurturing School Change

BY RANDI CURRIE

We all know that change can be for the better, but only if proper steps are taken so alterations are not just cosmetic and superficial, but integral.

Because my school is on a journey to make science a welcomed presence in each classroom, we have recently created a Professional Learning Community that now supports science education on all levels and in all grades.

This wonderful turn of events wouldn't have happened without the training, tools and resources I received from USP, the Science Support Network and the K-12 Alliance. Without them, we would be stuck in an educational "Stone Age" and an isolated rut. Thanks to their help, and especially Kathryn Schulz and Ray Conser of the K-12 Alliance, we have a happy reason to get up and get to school every day.

Overall, we set the tone for these changes with one simple word: respect. That word guided us then and still does today. Our focus is to respect each other as individuals and professionals, recognize all concerns, and acknowledge all efforts, both big and small.

We started with our Teaching Learning Collaboratives (TLCs), which have been very productive. The TLCs are opportunities for teachers to work collaboratively, using the strengths and experiences of individual teachers as professionals to support student learning.

When conducting the TLCs, we try, whenever possible, to organize by grade levels which helps our teachers to see the bigger picture of specific learning sequences.

When staff members said they wanted to feel more prepared for the TLCs, we respected their concerns. We gave them content material to read beforehand as well as administered the Concern Based Adoption Model (CBAM) to help determine staff needs.

When teachers brought up any other issues, we struck while the iron was hot. We immediately gathered information, brainstormed new ideas and came up with workable strategies that encompassed all grade levels.

As a result, we converted an empty classroom into a science investigation room. Now, teachers have a dedicated location to set up their investigations, not just for their own class but also for other classes at their grade level. Having this room, respects everyone's time and energy.

Our administrators give our teachers many opportunities and much encouragement to take on leadership roles. Today, teachers are involved in grade level planning, working with California Standards Test (CST) data, participating in lesson studies, examining student work, reflecting on their teaching practices and being part of the leadership team.

Just recently, science texts were added to our literacy block and comprehensive plans at each grade level were developed to integrated science with other subjects.

Always, we acknowledge these changes and those to come with small celebrations, thank you notes, e-mails and staff bulletins. Keeping people aware of what is happening, makes these changes exciting and rewarding for everyone involved.

As a school, we listen to the concerns of the teachers individually and collectively. As much as humanly possible, we try to address those needs and concerns calling upon individuals, grade levels and administration for support. We work collaboratively to solve problems and to develop teaching practices that best support student learning.

The question in the past has been "How can I solve it?" Now the question is "How can WE solve it?" It is truly a community of respect.

Randi Currie is a science prep time teacher at Adams Elementary in the San Diego Unified School District. She is a member of the Science Support Network and the K-12 Alliance.

TEACHING & LEARNING



Classroom Noise at its Best

BY MICHELLE FRENCH

If you are the type of teacher who wants a classroom of quiet students sitting in rows of desks and hanging on your every word, you should probably skip reading this. I warn substitutes and visitors to my classroom that my students are not used to sitting quietly all day – be prepared for the noise.

It's not that my students are undisciplined or unruly; on the contrary. They are doing what great students of any age are doing – they are beautifully chattering, talking to each other with respect, asking questions, engaging with ideas and supporting each other's learning.



CAN YOU FEEL THE NOISE? — Students in Michelle French's science class are always busy discussing, learning and helping one another.

For four years, I experienced quality professional development through the K-12 Alliance, including a strategy of increasing student-to-student interaction called Accountable Talk (A.T.).

During my first A.T. training session, I almost cried (tears of joy). Finally, I had a strategy for how to put the *accountability* of learning squarely on the shoulders of my students! The premise of A.T. is that through careful planning, teachers can guide their students through a series of discussions to deepen student understanding of *any* curricular area.

Before beginning our science lesson, I would go over basic "kid friendly" norms of collaboration with my first graders. This step was imperative to the success of A.T., because so many students never learned basic manners and etiquette when speaking to others. The norms allowed students to feel safe, and more importantly, to understand that ideas were being discussed – not each other.

I started by first modeling the basic A.T. stem "I observe ____." Then we moved to "The ____ are alike/different, because ____." These written stems were placed strategically among students in collaborative groups and up on the wall. English language learners and native English speakers felt supported by having the stems available to them to -use if they needed help during a discussion.

One day, I noticed that students were speaking in complete sentences in all curricular areas. As students became proficient in using a stem, I gradually incorporated another. I also used discussion time to assess my students' progress. If I heard a misconception, I immediately addressed it.

What I have found so remarkable about A.T. is how fundamental it is for not just education, but for life. My students now have basic manners and strategies for engaging in polite dialogue with others. My dream is that the implementation of A.T. will spread throughout my school and district.

At the end of the year, our school psychologist came into my classroom during a science lesson to observe a student on an IEP. "It's like I'm watching a group of high school students discussing science," she told me later. When I shared this comment with my students, they felt so proud. I, too, thought my own heart would burst with joy!

Michelle French is a K-12 Alliance Staff Developer and first grade teacher in the Tulare City School District.

COLLABORATION



Science Wizards in the Making

Just as Hogwarts Academy helped eager students, including the wide-eyed Harry Potter, to discover their magical potentials, the new FOSS Leadership Academy aims to shape new generations of teacher leaders who will become science wizards both in and out of the classroom.

This new Academy is a collaboration bringing the K-12 Alliance together with Delta Education, the Lawrence Hall of Science and the California FOSS program. The overall goal: improve the quality of science programs in grades K-5 by nurturing school-based leaders who understand how to effectively use and instruct with FOSS programs.

As a professional development program, the Academy is a unique 3-year opportunity, which invites participants to:

- increase their understanding of FOSS instructional design, scientific inquiry, and use of formative assessment and science notebooks;
- increase their knowledge of leadership including change theory, working with adults, and creating professional learning communities; and
- build advocacy for science education as a core part of the elementary curriculum.

The Academy kicked off this summer when 12 school teams, consisting of primary and upper grade teachers, attended a 5-day summer program. Their administrators also joined the teams for two days.

School Districts represented included: Garvey Elementary, Coachella Unified, Conejo Unified, Placentia-Yorba Linda Unified, Stockton Unified, San Juan Unified and Whittier City.

Participants built their knowledge as well as teaching and learning skills in addition to learning how to be leaders and advocating for science education at their schools. Teams will continue to meet twice during the school year at statewide meetings, and six times locally to further their understanding of teaching and learning.

Over the course of the next two years, these teams will transition from implementation in their classrooms, to grade level and school-wide implementation.

The Academy included members of the K-12 Alliance – Karen Cerwin, Kathy DiRanna, Jody Sherriff, Greta Smith and Jo Topps – and FOSS staff – Kim Hosoume, Cathy Klinesteker, Linda De Lucchi, Larry Malone, Ann Morarity and Kim Stokely.

Participants summed up their Academy experiences in a variety of intellectually challenging activities, and even dusted off some musical skills by expressing themselves in song.

Here is a tribute to their learning, sung to the tune of the Beatles' *Yellow Submarine*:

*In the school where we all teach
Came an email for FOSS outreach
So we signed the bottom line
And came to Claremont with open minds*

*We're all here to be the leadership team FOSS
The leadership team FOSS
The leadership team FOSS
We're all here to the leadership team
And we're learning what to do*

*And through we want a life of ease
We have a goal we need to reach
And you gave us all the tools
So we'll be leaders in our school*

If you can read this...thank your visual cortex, your optic nerve, your retina, your Wernikies area, your iris...



Going for the Gold – Summer Institutes 2008

One of the biggest events of the summer of 2008 was, no doubt, the Olympics in Beijing, China. Just as athletes were deeply involved in training programs to be the best and to win the gold, teachers around our state were participating in big events by attending institutes so they, too, could be the best science and mathematics teachers around.

Of course, the goal for these teachers was not to “win the gold,” but to bring back to their students exceptional opportunities for success so youngsters could be winners in their lives, academically, emotionally and mentally. Up and down the state, 13 institutes provided big events for teachers to be the best they could be.

FOSS Leadership Academy

A three-year joint venture of the FOSS Project at the Lawrence Hall of Science, K-12 Alliance/WestEd and Delta Education, the Academy welcomed teams of teachers from across the state who converged at the Rancho Santa Ana Botanic Garden in Claremont.

In this beautiful Southern California setting, teams of teachers and administrators increased their understanding of teaching and learning in terms of scientific inquiry, instructional design, assessment design, and use of science notebooks. They also learned how to build advocacy for science education as a core part of the elementary curriculum in support of literacy and mathematics. Another well-received topic of discussion involved practical skills of teachers as leaders.

Shasta County Math Partnership

In Redding, the Shasta County Math Partnership summer institute was attended by 60 third to eighth grade teachers from six districts in Shasta County. For five days, teachers bolstered their mathematics conceptual skills through problem solving activities, mental math challenges, and constructing models using manipulatives.

Teachers wrote daily feedbacks that included these examples: “Math is fun! It can be made fun for those who ‘think’ they don’t like it!” “The hands-on approach to learning and practicing all of the activities presented was practical and fun. Too many times we are given games and we never practice them, therefore never use them.”

Science Success for All

Fourth, fifth, and sixth grade teachers were immersed in life science in Marysville where everyone walked away with greater skills, new friends and refreshed attitudes. Fourth grade teachers explored ecosystems interactions while fifth grade teachers dissected hearts and learned about the human body systems. Sixth grade teachers delved deeply into Earth science.

Teachers kept meticulous notebooks and plan to take their science notebooking skills back to their classrooms where their students will improve literacy and writing skills in their own science notebooks.

LAKE Collaborative

LAKE Science Collaborative focused on life science for grades 4-6 at Mt. Vista Middle School in Kelseyville in early August. The well-rounded content cadre – made up of a science instructor, a science methods instructor from Sonoma State University, a scientist at the McLaughlin Reserve, an elementary school teacher, and a middle school science teacher – presented standards-

based content in ecology (including a study of pond ecosystems), animal and plant physiology and evolution.

Throughout the institute, participants used science notebooks to record their observations and data. In addition to the 5-E sequence, the focus for this year TLCs included a practice of “input/output/process questions” and structure strategies for “accountable” talk (including “Think-Pair-Share”) that will guide student interaction through meaningful dialog.

Vista Improving Math and Science

Vista Improving Math and Science held its 2008 Summer Math and Science Institute at Lake Elementary in Oceanside in early August. Middle school math teachers designed instructional units for the fall and delved into the mathematical world of approximation and problem solving with their content cadre.

Elementary science teachers had a blast with life science with two content cadre members, and all participants got a chance to work with new instructional materials as part of their pedagogical work with coaches.



HARD AT WORK — Getting hands-on experience at a mini-inquiry in May are Natalie Hanson (from left), Jay Bell, Michelle Orgon and Angela Cotton, all fourth and fifth grade teachers from Lodi.

CS2: Collaborative for Success in Science

The Lake Elsinore Unified launched their first CaMSP summer institute by joining with Temecula Unified School District and Hillcrest Academy to help teachers learn and grow in their science expertise.

Representing third through eighth grades, 50 teacher leaders examined science content in the areas of astronomy, ecosystems and chemistry of life. They worked with others outside their district and grade levels to build strong partnerships. It was a very exciting first institute with many more to come!

Montebello CPEC – K-2 TLC

Kindergarten through fourth grade teachers gathered during the last week in August to explore Earth Science content and science pedagogy in Montebello. It was the first time the 5E and ELD came together and it was a marriage made in heaven. Ninety teachers attended the CPEC sponsored institute, a partnership between the Montebello Unified School District, Garvey School District and CSU Long Beach. As the partnership continues in the years to come, so will further explorations into life and physical science.

Montebello TLC

Eighty teachers from Montebello Unified School District met for one week of intense content and peda-

gogy professional development at the DePaul Center in Montebello. Teachers learned new ideas in mathematics, life science and geo-physical science. Under the guidance of cadre members from CSU Long Beach, lead teachers and facilitators stretched their thinking as they enjoyed networking and camaraderie.

Math Opens Doors

The Palm Springs CaMSP grant kicked off the school year 08-09 with a one-week mathematics institute where College of the Desert’s mathematics faculty worked with teacher/staff developers providing content background for teachers. The fifth grade mathematics program offered networking for local teachers as well as time to reflect on quality mathematics instruction. For all participating teachers, the math institute “added up” to new ideas for a quality math program.

Coachella Valley Science Institute

Coachella Valley is a “hot – hot” place in the summer and it continues to sizzle with science. More than 50 teachers from Coachella Valley Districts of Coachella Valley Unified and Palm Springs Unified attended the one-week institute. Highlights of the program included sessions on life, earth and physical science for elementary teachers. The institute culminated in a “Palms to Pines” field study on San Jacinto Peak at the top of the Palm Springs Tramway.

Pasadena Math Pipeline

Forty teachers from Pasadena Unified School District met for eight days of intense content and pedagogy professional development in mathematics during this second year of the Pasadena Pipeline. As the kick-off for the upcoming school year, teachers learned new ideas and left energized to teach mathematics.

Under the guidance of cadre members from California State Polytechnic University, Pomona, the K-12 Alliance/WestED, and five district coaches, participants stretched their thinking about their teaching practice by questioning their content knowledge as learners and as teachers. The project is one of California. Participating teachers will continue their summer work through TLCs.

San Diego Institute

San Diego teachers experienced an amazing summer institute as teachers were guided through science earth and life science content sessions that encouraged student conceptual understanding. In a new curriculum adoption year, K-8 teachers were introduced to new materials and strategies for implementing the materials with their students.

Garvey – TLC

Garvey MSP split from Montebello this year!?! Yes, it happened and all reports indicate that the results were fantastic! The theme of the institute was integration. Math and science teachers experienced content together in real life applications of science and mathematical concepts. Teachers worked hard with their cadre and experienced how math and science can blend with pedagogy everywhere!

USE MORE THAN YOUR WORDS, CONTINUED FROM PAGE 1

students ask questions, do not make eye contact. Point to and look at the board or the textbook for answers.

“Save eye contact for positive interactions, positive relationships,” Landry recommends. Avoid eye contact when you don’t want to escalate a negative interaction. When a student interrupts you or a classmate or when a problem arises, use a visual sign like holding up a stop hand, and avoid eye contact. Use your eyes and look where you want your students to look. When Susanna drops her book on the floor, look at her, say

her name, then look at and point to the book. Don’t say anything else and avoid further eye contact. When Vince creates a problem, call out his name and make a stop sign, but don’t look at him and don’t say a word. By not making eye contact, you’re not allowing the problem to become personal. Non-verbal intervention without eye contact will decrease unwanted behavior while preserving the student-teacher relationship.

NCI encourages teachers to manage behavior non-verbally so they can devote their energy to what they

enjoy best: teaching and helping students learn. While these strategies may sound easy, using them effectively and consistently requires practice and thought.

For further information about NCI, visit www.sierra-training.com or contact Claudette Landry at claudette@sierra-training.com or contact Kendall Zoller at kendall@sierra-training.com.

Look for continuing conversations about teaching and learning in upcoming issues of “What’s the Big Idea?”

Space shouldn't be
what is between your ears...
LEARN SCIENCE!



Get over it, it's just a phase.



My mom went to K-12
Alliance and all she brought
me was this stupid light bulb!