

The Lincoln Tiger Times

September 16, 2019 – September 20, 2019

Mission

It is our mission to graduate students through a supportive and challenging academic environment, allowing students to explore possibilities, take risks and learn how to be successful in college and career.

Vision

It is our vision at Lincoln High School to empower students to become articulate, thoughtful and creative problem solvers and active contributors in their communities.



WASC Critical Learner Needs

1. Effectively communicating the purpose of the lesson.
2. Increasing active student engagement to be monitored by classroom observations.
3. Aligning tasks to grade level standards.

Teacher Tip: Helping Teachers Avoid Common Traps

This summary of the original article appeared in the Marshall Memo 802 dated September 9, 2019.

(Originally titled "Avoiding the Siren Calls")

In this Educational Leadership article, Mark Wise and Beth Pandolpho (West Windsor-Plainsboro Regional School District, New Jersey) list several "Siren calls" that lure novice teachers away from a successful first year. Here are five not-so-effective practices that newbies may carry forward from student teaching, misguided PD workshops, or their own years as students.

- **Siren call #1: Stay on top of the details and everything else will fall into place.** Following this advice can make teachers look like bureaucrats and distract them from what matters most: getting to know their students. "Teachers who ask students about their lives and share theirs in return," say Wise and Pandolpho, "can bridge the divide between adults who seem to have all the answers and students who are still figuring things out. These meaningful relationships can also support and inform a new teacher's classroom practices and policies."
- **Siren call #2: The most important thing is preparing lesson activities.** This runs the risk of students being busy with things that aren't part of a well-planned unit focused on key knowledge and skills, big ideas, essential questions, and transfer goals. It also lulls the teacher into believing that when students complete the activities, it means the lesson was successful – which might not be the case. Framing solid lesson objectives is not just a compliance exercise; it's at the heart of moving students toward important learning outcomes.
- **Siren call #3: When students are working in groups, the lesson is student-centered.** Not necessarily, say Wise and Pandolpho: "New teachers may earnestly, but mistakenly, assign 'group' work that consists of routine tasks that could just as easily be completed independently... A group-worthy task challenges students to generate new ideas and revise their collective thinking in their quest to solve a problem, answer

a question, or create an original product. It requires the unique talents and abilities of all members as they work independently and together to create a final product.”

- **Siren call #4: Quick-hit checks for understanding do the job.** Asking “Does anyone have any questions?” or asking students to give a thumbs-up or thumbs-down signal does not give a teacher a good sense of student mastery. Neither does calling on a few confident students who have the right answer, and taking the quiet compliance of the rest of the class as evidence of learning. “The importance of checking for understanding in a thorough way cannot be overstated,” say Wise and Pandolpho. The key is getting information on all students’ learning and fixing misconceptions and errors in real time.
- Siren call #5: Exit tickets are the best way to get a handle on student mastery. The problem with this kind of end-of-lesson check-in, say Wise and Pandolpho, is that there will be at least a 24-hour delay in following up on students’ errors and misconceptions. “Imagine a football team down by 20 points at halftime with a coach who doesn’t offer any new ideas,” they say, “or a violin tutor who does not provide feedback when a measure is played sharply out of tune... Timely feedback can be just as powerful a tool for classroom educators as it is for coaches and music instructors.” New teachers must have a sense of urgency about during-lesson, on-the-spot checks for understanding, followed immediately by appropriate praise and correctives.

“Avoiding the Siren Calls” by Mark Wise and Beth Pandolpho in Educational Leadership, September 2019 (Vol. 77, #1, pp. 22-29), <https://bit.ly/2m9rLet>; the authors can be reached at mark.wise@ww-p.org and beth.pandolpho@wwprsd.org.

LAUSD Teaching and Learning Framework

We will continue to focus on Standard 3: Delivery of Instruction, Element 3a1. Communicating the Purpose of the Lesson during our classroom visits. Please make sure that the Framing of the Work is posted.

Research shows that students are more likely to become vested in learning experiences when they understand the purpose of the lesson and how it connects to the overall learning goal. As you prepare your lessons over the next few weeks, consider the following questions:

- How will I communicate the purpose of the lesson to students?
- How will I support students with connecting the learning goal for the day to the overarching themes, big ideas, and essential questions of the unit?
- What opportunities will I provide students to communicate their understanding of the purpose of the lesson?

Framing of the Work is an excellent way to communicate the purpose of the lesson. Please make sure that it is posted on your board.

Quote of the Week

“I’m jealous of my childhood self now when I remember that every fall we got to start over, as if our lives were getting a routine software upgrade. I cleaned out my book bag, tossed old notebooks, lined up fresh pencils, got my feet measured for new shoes, and showed up to school ready to learn. I bemoaned the end of summer, but I also loved the sense of possibility a new grade held.”

Mary Laura Philpott in “I’m So Excited for 40th Grade” in *The New York Times*,

September 7, 2019, <https://nyti.ms/2krwacb>

Monday 9/16	<ul style="list-style-type: none"> • Odd Periods • Legislature Meeting 3:30-4:30 p.m.
Tuesday 9/17	<ul style="list-style-type: none"> • Even Periods • Shelter in Place Drill 8:00-8:20 a.m. • PD: SLC 1:45 p.m. • ELAC Business 1 Class 1:45-5:20 p.m. • VOICE Dodger Night 7:00-10:00 p.m.

Wednesday 9/18	<ul style="list-style-type: none"> • Odd Periods • Emergency Lesson Plans Due • ELAC Health 11 Class 3:15-6:50 p.m.
Thursday 9/19	<ul style="list-style-type: none"> • Even Periods • Senior Workshops (Social Studies Classes) • WASC Lesson SLO #1 • ESP Welcome Back Assembly (Advisory) • Club Fair (Advisory and Lunch) • ELAC Political Science 1 Class 3:15-7:05 p.m.
Friday 9/20	<ul style="list-style-type: none"> • Odd Periods • SWPBIS Assembly (Advisory)

Important Information

Emergency Lesson Plans Due September 18, 2019

Please submit your Emergency Lesson Plan to Mr. Hueck by Wednesday, September 18.

WASC

This week's Advisory Lesson will focus on Schoolwide Learner Outcome #1:

Lincoln High School Students will be:

1. Literate Individuals who:

- Communicate effectively.
- Have the skills necessary for success in college and career.
- Read and analyze documents critically.
- Research different perspectives and articulate their point of view.

Please make sure that you complete the WASC Advisory Lesson with your students this week.

Updated Mission and Vision and SLO Signs

You should have received a copy of the updated signage for your classroom. Please make sure that it is posted and visible. If you did not receive copies, please see Mr. Hueck.

Athletic Events

Date	Day	Sport	Time	Opponent	Site
9/16	Monday	Girls Volleyball	2:30	Marshall	Home
9/19	Thursday	Girls Volleyball	2:30	Franklin	Franklin
9//20	Friday	JV Football	4:00 p.m.	Bernstein	Home
9/20	Friday	Varsity Football	7:00 p.m.	Bernstein	Home

Looking Ahead

Event	Date/Time
Initial Planning Sheets Due	September 27, 2019
Unassigned Day-School Closed	September 30, 2019
Child Abuse Awareness Training Due	September 30, 2019
Suicide Prevention and Awareness Training Due	October 31, 2019

Tiger Pride!