

The Lincoln Tiger Times

September 9, 2019 – September 13, 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: Key Insights from a Veteran Teacher

This summary of the original article appeared in the Marshall Memo 801 dated September 2, 2019.

In this *Educational Leadership* article, Texas high-school English teacher and department chair Alexis Wiggins says her first five years of teaching were “especially difficult.” Now in her eighteenth year, she says she’s enjoying the work more than ever, and compares her rookie mistakes to what she’s learned about good teaching

- **Start the year with a thorough assessment of students’ skills.** Wiggins used to dive right into the content and do a big assessment a month or two later. Now she spends the opening weeks assessing students’ writing, presentation, and speaking skills. On Day Two, students write an essay (a recent prompt: *What issue matters most to you and why it should matter to your community or the world at large? Use personal experience, summer reading texts, and any prior learning to answer the prompt succinctly and persuasively*). They get a “doesn’t-count” formative grade, comments, and detailed rubric scoring, all of which serve as a baseline for the work that lies ahead. In addition, Wiggins’s grade-level team assigns an essay that’s used to assess students’ persuasive and oral presentation skills. These two tasks start the year with a no-nonsense tone. “Students are alert, busy, and engaged from the beginning,” she says, “and they understand that the class will focus on complex, open-ended questions and on developing a variety of skills.”
- **Start portfolios on the first day of school.** Wiggins used to hand work back to students and was never sure what happened to it. Now she gives manila folders to all students on Day One (a different color for each class); these portfolios hold every assessed piece of work and stay in the classroom. “The goal here is not secrecy but safekeeping,” she says. Even the most organized students can misplace folders that travel between home and school. Wiggins has found there are four advantages to this system:
 - Portfolios of work are very useful at grading and reporting time, especially when writing narrative comments.
 - Twice a year, students do a comprehensive portfolio self-evaluation, which gets them focused on their progress and remaining challenges.
 - Portfolios are invaluable for parent conferences, especially showing side-by-side examples of proficient and inadequate work.
 - College admissions officers are increasingly asking for graded student essays. To accommodate this request, Wiggins’s school now keeps students’ junior year portfolios through senior year.

Students and parents can always access the folders during the year, and smartphone photos can be taken of a piece of work for reference.

- **Make the kids do the heavy lifting.** As a rookie teacher, Wiggins used to do minute-by-minute lesson planning, guiding her students to make sense of the books they were reading. Over time she realized that kids could (and should) do without such spoon-feeding. “The secret to optimal learning and smooth lessons,” she says, “is an efficient design in which the teacher facilitates more than lectures.” Using Kagan Structures, Harvard Project Zero Visible Thinking Routines, and Spider Web Discussion (her own invention), she’s now more like a “coach on the sidelines, seeing the big picture and providing feedback to students while they work hard wrestling with the topic, concepts, and texts... I might jump in with a provocative question or redirect them to a passage I think they need to examine. I always leave time at the end of the discussion for feedback, a key role of the teacher in a discussion-based classroom.”
- **Get frequent feedback from a variety of sources.** The end-of-year student surveys Wiggins was asked to administer in her early years of teaching were basically autopsy reports, way too late to be helpful. Now she does an anonymous Survey Monkey or Google Forms questionnaire every quarter with questions on the books students are reading and how she’s doing as a teacher (questions include whether she cares about them, wants them to succeed, and plays favorites). Most of the feedback is affirming and constructive, but occasionally there are harsh comments. Wiggins shows these (along with the rest of the data) to students, and often there’s a strong reaction (*Who would say that?*), giving pause to the student who wrote the vitriol. “Sunlight is often the best disinfectant,” she says. Wiggins also asks a trusted colleague to observe a class and give her informal feedback once or twice a year, and makes a video that she herself views. “Few people like to see themselves on video,” she says, “but there’s much to be learned from self-observation.”

“Four Practices I Wish I’d Known As a New Teacher” by Alexis Wiggins in *Educational Leadership*, September 2019 (Vol 77, #1), <https://bit.ly/2kgjqea>; Wiggins can be reached at awiggins@ceelcenter.org.

LAUSD Teaching and Learning Framework

The focus of classroom walk-throughs for the next two weeks will be on Standard 3: Delivery of Instruction, Element 3a1. Communicating the Purpose of the Lesson.

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

“Every student has something to teach me.”

-A teacher in a conversation with Carol Dweck, quoted in “Turn and Talk,” an interview with Sarah McKibben in *Educational Leadership*, September 2019 (Vol. 77, #1, pp. 12-13)

Monday 9/9	<ul style="list-style-type: none">• Even Periods• Textbook Certification Due
Tuesday 9/10	<ul style="list-style-type: none">• Odd Periods• Coffee/Tea with the Principal• Textbook Certification Due• PD: Department 1:45 p.m.• Faculty Meeting 3:00-4:00
Wednesday 9/11	<ul style="list-style-type: none">• Even Periods• Vision to Learn (All Day) <p style="text-align: center;">Never Forget September 11, 2001</p>
Thursday 9/12	<ul style="list-style-type: none">• Odd Periods• 11th and 12th Grade Assembly (Advisory)• Debate Team Recruitment (Lunch) Room 702
Friday 9/13	<ul style="list-style-type: none">• Even Periods• Spring Awards Assembly (Advisory)

Important Information

Textbook Certification Due Monday, September 9, 2019

Directions for completing and submitting the Teachers Verification of Williams Sufficiency:

Step One: Log into the Teachers Portal

- Access the Teachers Portal by using the following link: <https://teacherportal.lausd.net/>
- Use your LAUSD SSO to login into the Teacher's Portal

Step Two: Verify the Information Displayed

- If the information displayed is incorrect, please open an Online Service Request for Principal and Teachers Portal for Textbooks (<http://tinyurl.com/iltss-remedyticket>):
 - School Calendar: Select the current school year
 - School: Your school assignment for the current year
 - Teachers Name: The employee's name
 - School Type: Information is extracted from the MiSiS data

*Note: Magnet Centers and Dual Language, will certify under the main school's location code.

Step Three: Certify for Williams Sufficiency

- Additional components such as teacher's editions and ancillary material are not mandated for sufficiency.
- District policy does not allow the use of State textbook funding for the purchase of class sets.

For more detailed information on how to complete the Williams Textbook Certification, click on the following link: [Williams Textbook Certification 2019](#)

Vision to Learn

Vision to Learn will be on campus on Wednesday, September 11 to provide free eye exams and glasses to select students. Since 2012, the Vision to Learn mobile clinics have hosted over 1200 individual visits to over 400 LAUSD campuses. Please send any student who has a summons to the mobile clinic which will be located near the basketball courts.

Athletic Events

Date	Day	Sport	Time	Opponent	Site
9//13	Friday	JV Football	4:00 p.m.	Van Nuys	Van Nuys
9/13	Friday	Varsity Football	7:00 p.m.	Van Nuys	Van Nuys

Looking Ahead

Event	Date/Time
Williams Textbook Certification Due	September 9, 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!