

# No child left behind

1. Guiding principles in CA
2. Content Standards in CA

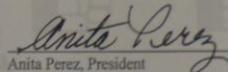
# Guiding principles in CA



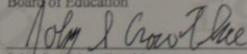
Hacienda La Puente Unified School District  
12939 EAST GALE AVENUE • P.O. BOX 6002 • CITY OF INDUSTRY, CA 91714-0002 • (626) 915-1000

## Guiding Principles

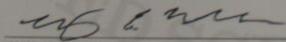
- We believe students, parents, staff and community have a shared responsibility for the establishment of a professional culture built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.
- We believe students, parents, staff and community have a shared responsibility for recognizing the diverse learning styles and individual needs of our students and ensuring all students meet high learning standards.
- We believe students, parents, staff and community have a shared responsibility to create a learning environment reflecting our community's diversity that is safe, clean, supportive and responsive.
- We believe students, parents, staff and community have a shared responsibility to protect and preserve the short-and long-term financial well-being of the District.

  
Anita Perez, President  
Board of Education

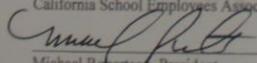
9/4/07  
Date

  
John Crowther, President  
Hacienda La Puente Teachers Association

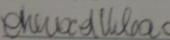
9/6/07  
Date

  
Cliff Walker, President  
California School Employees Association

9/4/07  
Date

  
Michael Robertson, President  
Service Employees International Union, Local 99

9/13/07  
Date

  
Teresa Velasco, President  
PTA Council

9/7/07  
Date

Vowed and Signed by

President, Board of Education  
President, Teachers Association  
President, California School  
Employee Association  
President, Service Employees  
International Union  
President, TPA council

### Vision Statement

Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people, apply decision-making skills leading to responsible actions, and use creative, critical thinking, and problem solving in meeting the

# The first two principles

1. We believe students, parents, staff and community have a shared responsibility for the establishment of a **professional culture** built upon dedication, honesty, integrity, pride, perseverance, collaboration, teamwork, and mutual trust and respect.
2. We believe students, parents, staff and community have a shared responsibility for recognizing the diverse learning styles and individual needs of our students and **ensuring all students meet high learning standards.**

# The Professional culture



The RSP Students are also learn to raise their hands for asking

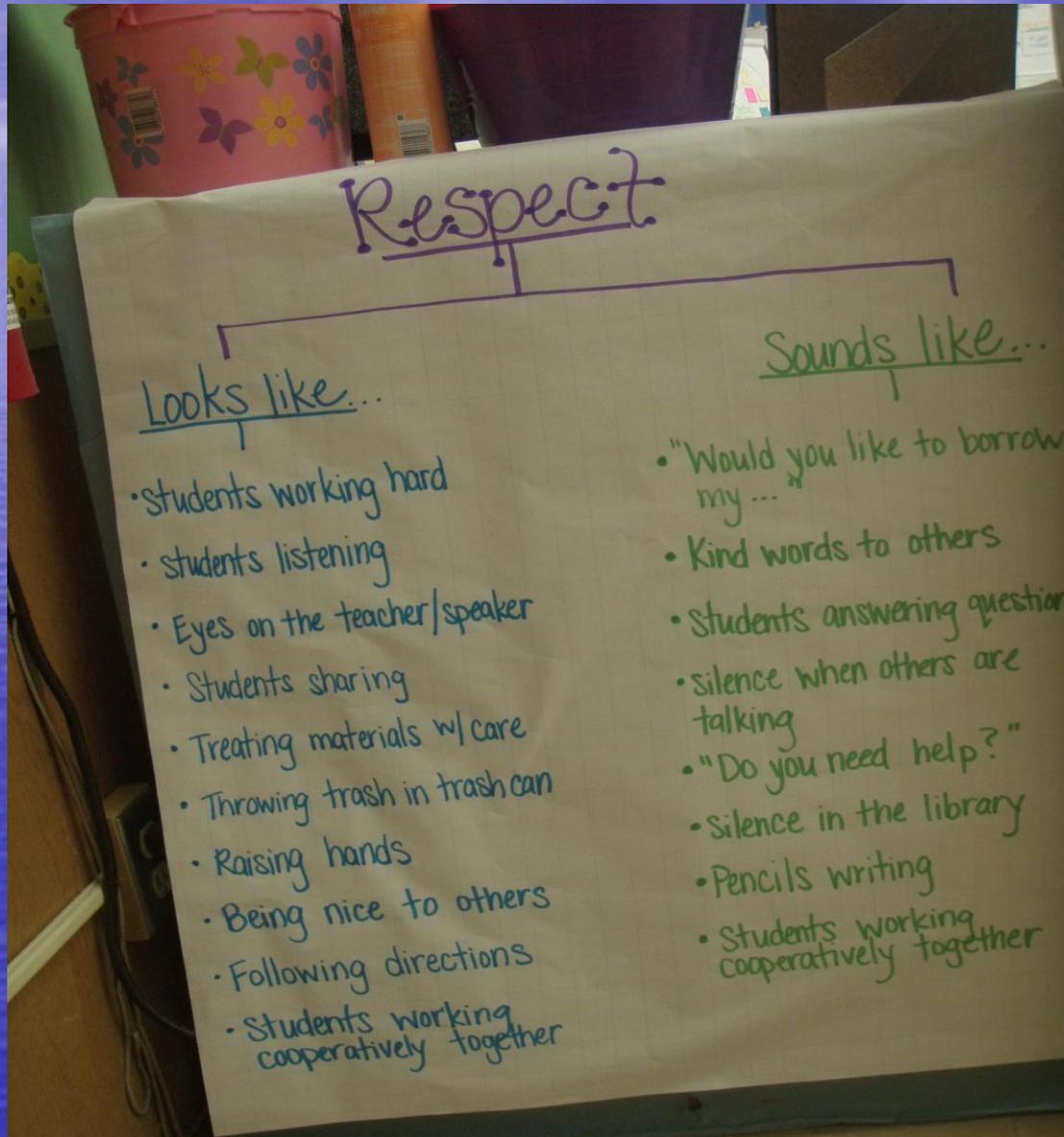


Students help each other to learn in workstations

# Set rules



# Students' responsibility



# Students' responsibility

## Traffic light cards

For students' to learn the democracy



**Green:** Excellent  
(Great Day)

**Yellow:** 1 warning  
(Ok Day)

**Orange:** 2 warnings  
(Not good Day)

**Red:** 3 warnings  
Go to meet Principle  
(Oh! No!)

# Students' responsibility

- no shouting or arguing in the classroom



# Student pledge



## LOS MOLINOS SCHOOL

### Student Pledge

Today is a brand new day.

I can positively use it,  
or I can negatively abuse it.



I pledge

to try my best  
and be respectful.

Today is a brand new day.

Today is up to me!

# Student's goals for today

Monday, November 8, 2010

## My Day At School

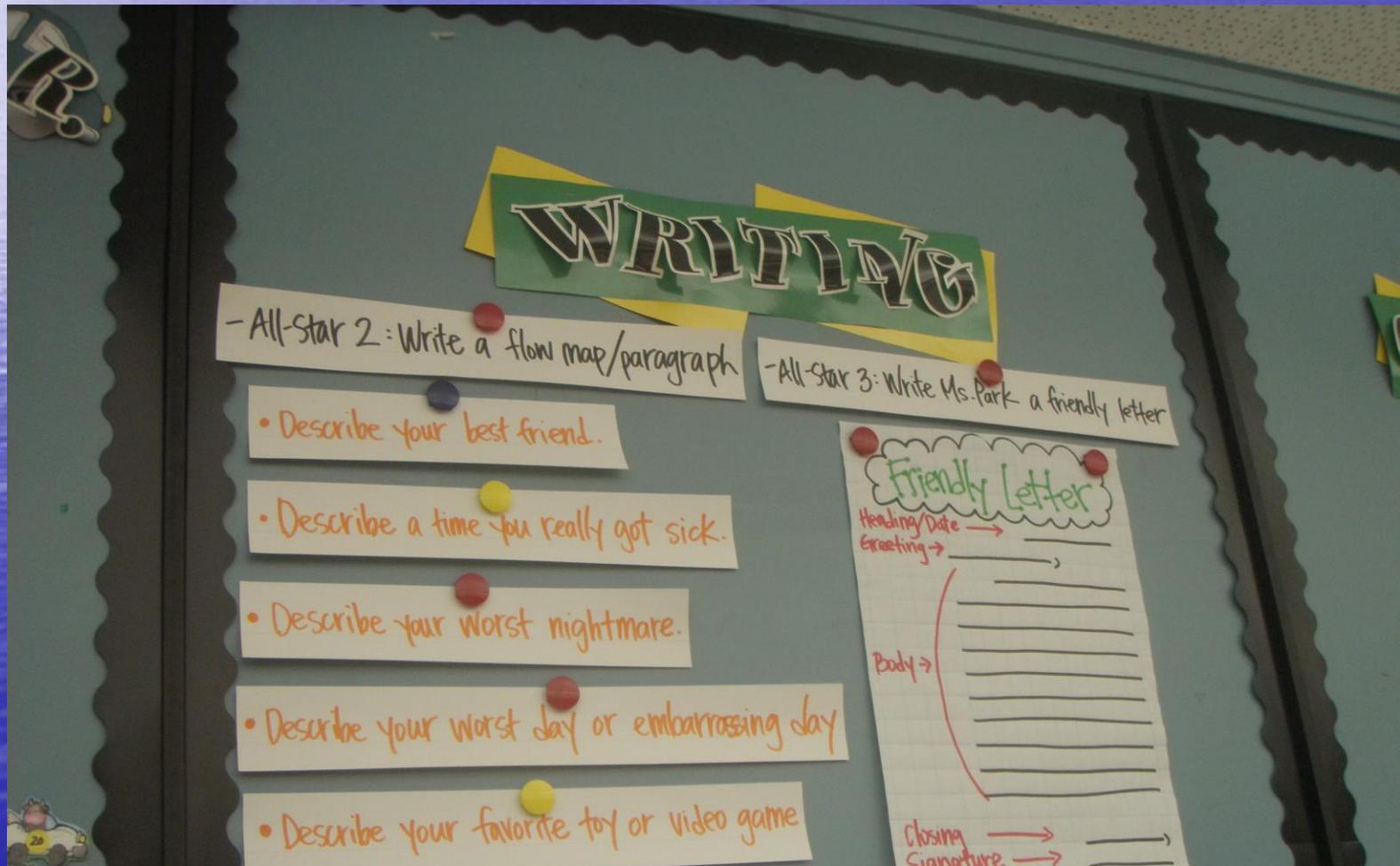
### Goals for today

	I will respect my teachers.	😊
	If Miss Lee is going too fast I will stay <u>calm</u> .	😊
	If I have a question or comment I will: ① Stay in my seat, ② quietly raise my hands, ③ patiently wait my turn.	😊
	If I get upset I will stay <u>calm</u> , count to 10, and talk about it with an adult.	😊

- What can we apply in teaching?

# Teachers' responsibility

- The ability to teach in a combo class





# Teachers' responsibility ~ workstations



Reading station:

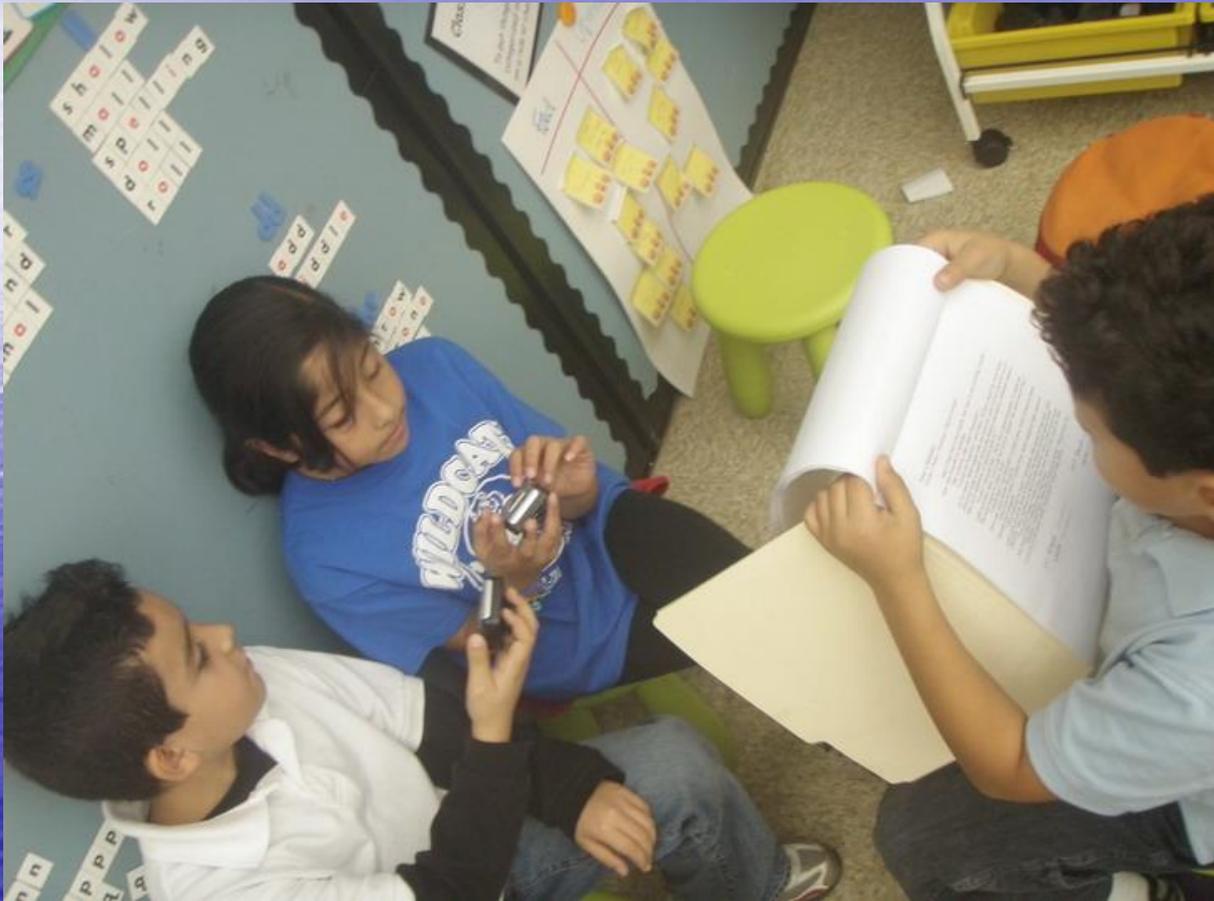
A student helps the other student to read aloud

Spelling station:

A student helps the other student to spell all of the names of their classmates

# Teachers' Responsibility

~ workstations



Reading fluency:

Students help each other to test their reading speed

# Teachers' Responsibility

~ workstations



Listening  
Comprehension:

Math:

Students help each other to practice math questions

# Teachers' Responsibility

~ workstations



Reading  
comprehension:

teacher works with  
students to meet their  
needs

# Teachers' Responsibility

~ workstations

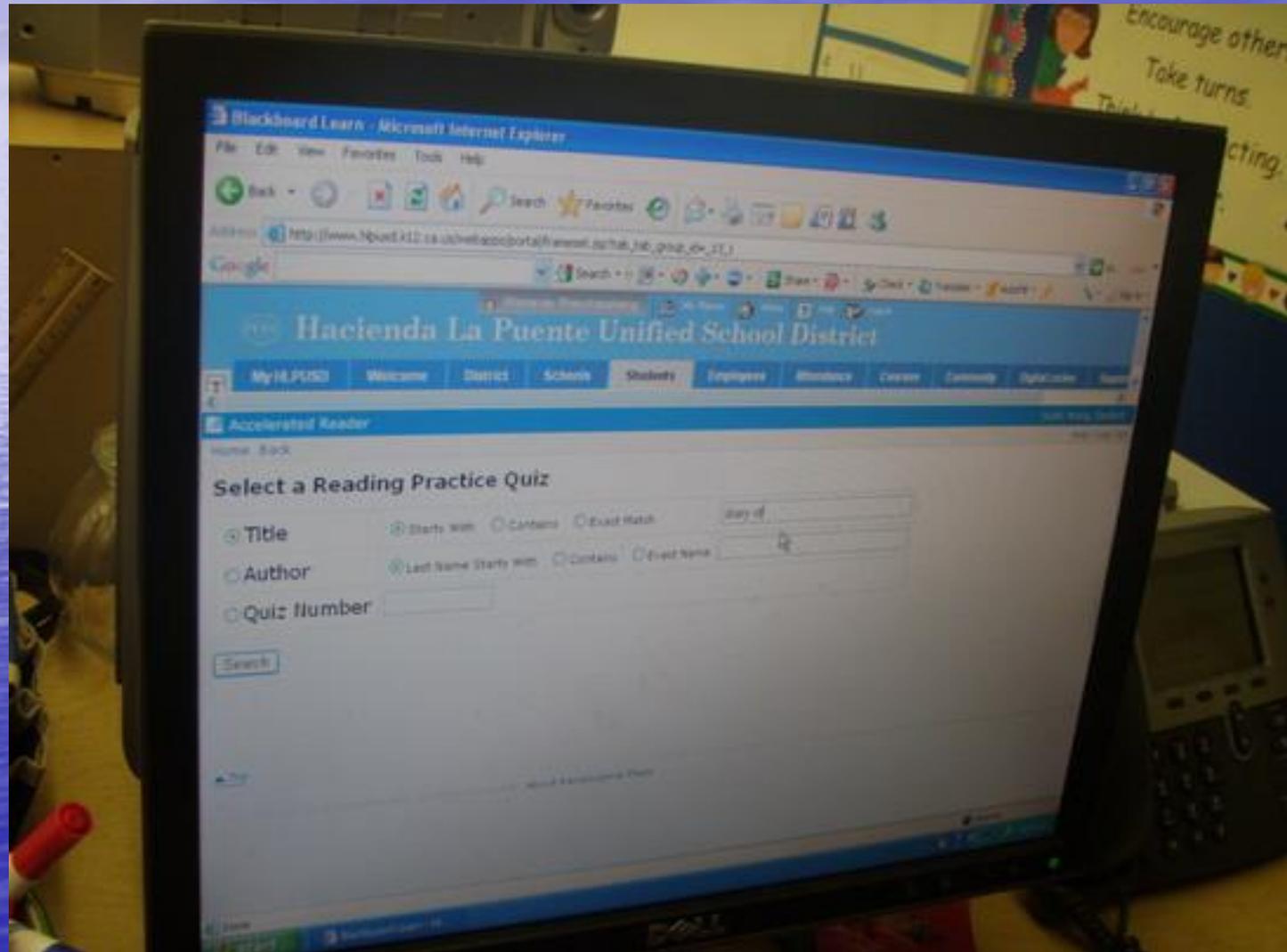


Reading  
comprehension:

AR reading test

Multiple Media Stories

# AR reading



# AR reading

Justin Wang, Student

1 / 1 102%

## Reading Practice – English

Date	Quiz Information				Questions			Points		ATOS BL
	Number	Lang	Title	F/NF TWI	Corr	Poss	%	Earned	Poss	
11/ 5/2010	137096	EN	Missing Mitt, The	F 1	10	10	100.0	1.0	1.0	3.7
11/ 2/2010	131074	EN	Anacondas on the Hunt	NF 1	5	5	100.0	0.5	0.5	3.1
11/ 2/2010	34624	EN	Captain Underpants and the Attack of the Talking Toilets	F 1	10	10	100.0	1.0	1.0	4.7
10/26/2010	54477	EN	Captain Underpants and the Wrath of the Wicked Wedgie Woman	F 1	8	10	80.0	0.8	1.0	4.4
10/19/2010	131633	EN	Journey to the Center of the Earth	F 1	5	5	100.0	0.5	0.5	3.4
10/13/2010	138975	EN	Flat Stanley and the Haunted House	F 1	5	5	100.0	0.5	0.5	2.2
10/11/2010	119829	EN	Tomatoes	NF 1	4	5	80.0	0.4	0.5	3.5
10/ 6/2010	54476	EN	Cam Jansen and the School Play Mystery	F 1	7	10	70.0	0.7	1.0	3.4
10/ 4/2010	104972	EN	Freak Out! Animals Beyond Your Wildest Imagination	NF 1	9	10	90.0	0.9	1.0	3.8
9/29/2010	100034	EN	Season of the Sandstorms	F 1	5	10	50.0	0.0	2.0	3.8
9/22/2010	64472	EN	Cam Jansen and the First Day of School Mystery	F 1	9	10	90.0	0.9	1.0	3.3
Quizzes Passed/Taken: 10/11							67.3	6.8	9.5	3.9

## Reading Practice – Spanish

There are no quizzes for this student during this reporting period.

## Vocabulary Practice

Accelerated Reader AR BookFinder LE - Q...

# Teachers' Responsibility

~ differentiate

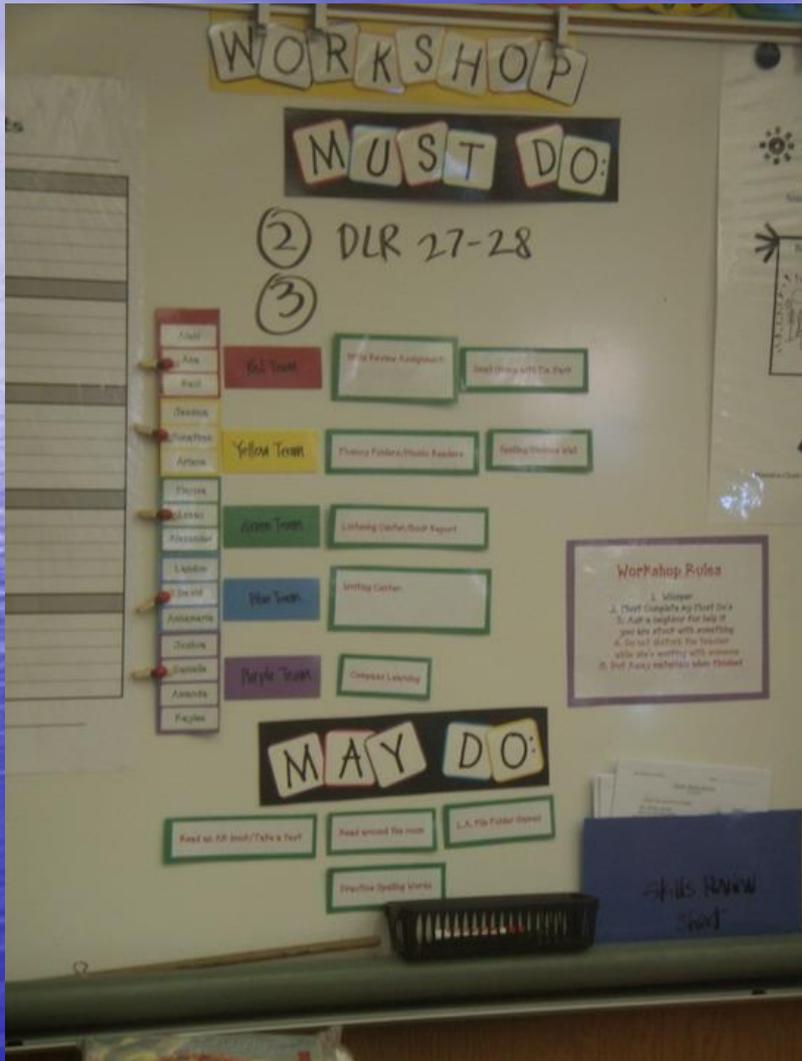


Students are busy in class

There is a May do list and Must do list in the class



# Teachers' Responsibility



Differentiate:

May do and Must do lists  
for different graders in  
one class

Ex for May do :

1. AR book reading or test
2. Read around the room
3. File folder games
4. Practice spelling games



# Teachers' Responsibility

- Monthly Common Assessment Data Analysis Worksheet

**Monthly Common Assessment Data Analysis Worksheet**  
Grade-Level Team: \_\_\_\_\_

Follow-Up from last data analysis on \_\_\_\_\_ (date)

Focus Standard(s)	Successes	Additional Skill focus	Next Steps

Date of Current Assessment: \_\_\_\_\_  
Assessment Description and Standard Number: \_\_\_\_\_

*Complete the table below with the number of students who answered each question correctly.*

Question Number	Teacher	Teacher	Teacher	Most Common Incorrect Response
1				
2				
3				
4				

- It's lucky to be a teacher in Taiwan

# Principal's responsibility

~Standards for the teaching profession

Hacienda La Puente Unified School District  
Standards for the Teaching Profession 2009

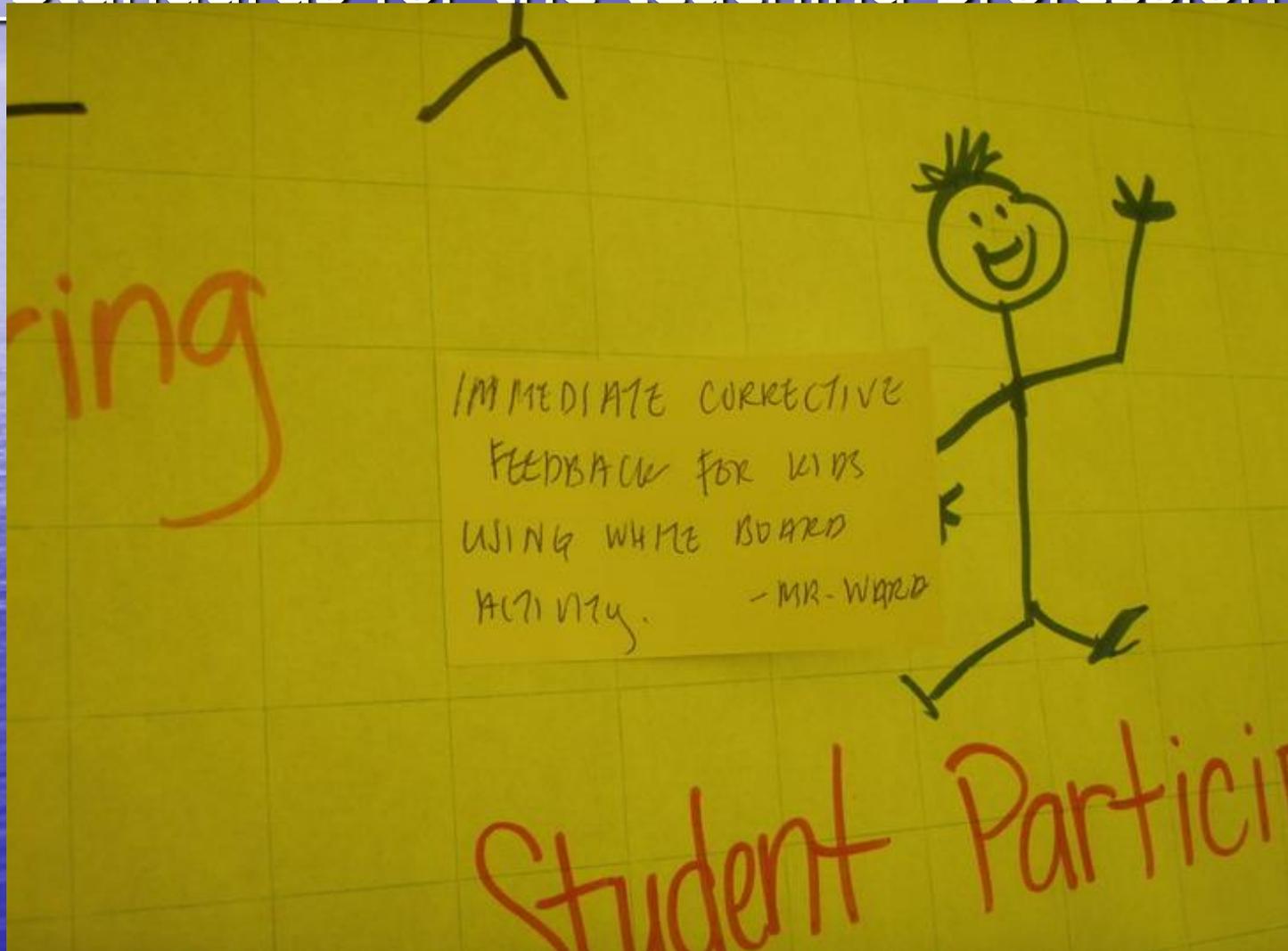
1	Engaging and Supporting All Students in Learning	2	Creating and Maintaining Effective Environments for Student Learning	3	Understanding and Organizing Subject Matter for Student Learning
1.1	Using knowledge of students to engage them in learning	2.1	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	3.1	Demonstrating knowledge of subject matter, academic content standards, and frameworks
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	3.2	Applying knowledge of content and proficiencies to design learning experiences and understanding of students
1.3	Connecting subject matter to meaningful, real-life contexts	2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	3.3	Organizing curriculum to facilitate an understanding of the subject matter
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students	3.4	Utilizing instructional strategies and materials appropriate to the subject matter
1.5	Promoting critical thinking through inquiry, problem solving, and reflection	2.5	Developing, communicating, and maintaining high standards for individual and group behavior	3.5	Using and adapting resources and standards-aligned materials to make learning meaningful for students
1.6	Monitoring student learning and adjusting instruction while teaching	2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	3.5	Addressing individual differences among learners and students' learning needs to provide equitable access to the content
2.7		2.7	Using instructional time to optimize learning		
4	Planning Instruction and Designing Learning Experiences for All Students	5	Assessing Students for Learning	6	Developing as a Professional Educator
4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	5.1	Applying knowledge of the purposes, characteristics, and uses of different types of assessments	6.1	Reflecting on teaching practice and student learning
4.2	Establishing and articulating goals for student learning	5.2	Collecting and analyzing assessment data from a variety of sources to inform instruction	6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development
4.3	Developing and sequencing long-term and short-term instructional plans to support student learning	5.3	Reviewing data, both individually and with colleagues, to monitor student learning	6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	6.4	Working with families to support student learning
4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	5.5	Involving all students in self-assessment, goal setting, and monitoring progress	6.5	Engaging local communities in support of the instructional program
		5.6	Using available technologies to assist in assessment, analysis, and communication of student learning	6.6	Managing professional responsibilities to maintain motivation and commitment to all students
		5.7	Using assessment information to share timely and comprehensible feedback with students and their families	6.7	Demonstrating professional responsibility, integrity, and ethical conduct

CSTP 2009 Summary 4/17/10



# Principal's responsibility

~Standards for the teaching profession



# Principal's responsibility

## TEACHER OBSERVATION

TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_  
 SUBJECT: \_\_\_\_\_ GRADE: \_\_\_\_\_ TIME: \_\_\_\_\_  
 Content Standard \_\_\_\_\_  
 Learning Objective \_\_\_\_\_

	Comments
<b>Engaging All Students</b> <b>I. Classroom Management</b> <input type="checkbox"/> Smooth transition between activities <input type="checkbox"/> Time on task <input type="checkbox"/> Availability of materials <input type="checkbox"/> Appropriate standards of behavior <input type="checkbox"/> Rules, procedures, routines established	
<b>Creating and Maintaining Effective Environment for Student Learning</b> <b>II. Classroom Environment/Climate</b> <input type="checkbox"/> Effective classroom organization (physical) <input type="checkbox"/> Positive teacher/pupil interaction <input type="checkbox"/> Appropriate bulletin boards <input type="checkbox"/> Current student work displayed (across the curriculum)	
<b>Making Subject Matter Comprehensible for Student Learning</b> <b>III. Lesson Format (Introductory, Middle, End Review)</b> <b>A. THE LEARNING OBJECTIVE</b> <input type="checkbox"/> Teacher clearly states the learning objective <input type="checkbox"/> Students understand the purpose of the learning objective <b>B. ANTICIPATORY SET</b> <input type="checkbox"/> Engaging introduction <input type="checkbox"/> Sponge/Warm-Up activity <input type="checkbox"/> Connects to prior learning <input type="checkbox"/> Builds background knowledge for new learning	
<b>Planning Instruction and Learning Experiences For All Students</b> <b>C. INSTRUCTION</b> <input type="checkbox"/> 1. Input: Introduces/develops academic vocabulary <input type="checkbox"/> 2. Strategies teacher uses to ensure the learning for all: <input type="checkbox"/> direct instruction <input type="checkbox"/> group discussion <input type="checkbox"/> graphic organizers/visual support <input type="checkbox"/> student engagement <input type="checkbox"/> interactive learning <input type="checkbox"/> questioning/inquiry <input type="checkbox"/> hands on/manipulatives <input type="checkbox"/> choral response <input type="checkbox"/> other: <input type="checkbox"/> 3. Facilitates learning for diverse student needs <input type="checkbox"/> 4. Teacher models the learning and its application for the students	

	Comments
<b>C. INSTRUCTION (continued)</b> <input type="checkbox"/> 5. Checks for understanding for all students throughout the lesson <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> White Boards/response cards <input type="checkbox"/> Hand Signals <input type="checkbox"/> Retelling <input type="checkbox"/> Quickwrite <input type="checkbox"/> 3-2-1 <input type="checkbox"/> Other: <input type="checkbox"/> 6. Uses critical thinking strategies: problem solving, inferencing, drawing conclusions.	
<b>D. GUIDED PRACTICE</b> <input type="checkbox"/> 1. Students practice learning through observable active participation <input type="checkbox"/> 2. Practice directly related to the learning objective <input type="checkbox"/> 3. Teacher circulates and monitors students' practice of the learning <input type="checkbox"/> 4. Teacher provides appropriate feedback <input type="checkbox"/> 5. Teacher reteaches the learning when necessary	
<b>E. CLOSURE</b> <input type="checkbox"/> 1. Students demonstrate understanding of learning objective <input type="checkbox"/> 2. Teacher summarizes the learning objective	
<b>F. INDEPENDENT PRACTICE</b> <input type="checkbox"/> Directly related to learning objective <input type="checkbox"/> Students work on projects or assignment	
<b>Assessing Students for Learning</b> <b>IV. ASSESSMENT</b> <input type="checkbox"/> 1. Directly relates to learning objective <input type="checkbox"/> 2. Involves students in assessing their own learning <input type="checkbox"/> 3. Uses a variety of assessments to monitor learning and adjust instruction <input type="checkbox"/> 4. Uses results of assessments to plan for future instruction	

+ Strength - Area of Concern x observed no mark - not observed

Commendations/Strengths:

Recommendations/Areas of Development:

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

Administrator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Revised 8/23/10

# The Content Standards

- In California, there are about 40 standards in average for each grade in language arts.
- In Taiwan, there are almost 140 standards for each learning stage in Chinese language, not to mention Taiwanese or English.

# Compare

Reading standards for Grade one~

With clear benchmark

R1.1 Match oral words to printed words

R1.2 Identify the title and author of a reading selection

R1.3 Identify letters, words, and sentences

# District Interim Assessment

- The dog runs fast.

- 

- (Match oral words to printed words )

- the cat      sat cat      The cat sat.

- 

- (Identify letters, words, and sentences)

# Reading standards for grade 2

- R 1.6 Read aloud fluently and accurately with appropriate intonation and expression



# Reading: 2.4 Retell familiar stories



# 3.3 Identify characters, settings, and important events

**Retell: Pearl's First Prize Plant**

<p>S:  Spring</p> <p>A house with an 'X' on the roof and a flower growing in front of it.</p>	<p>C:  Pearl</p> <p>A girl with glasses and pigtails, labeled 'Pearl'.</p>	<p> → planting</p> <p>A box with an arrow pointing to a flower being planted in the ground.</p>
<p>B: Day by day,</p> <p>A girl with glasses and pigtails.</p> <p>A flower in a box.</p> <ol style="list-style-type: none"><li>1. </li><li>2. </li><li>3. </li></ol>	<p>M:  → Fair</p> <p>A basket filled with colorful flowers.</p> <p>lots</p> <p>A girl with glasses and pigtails looking sad, with a speech bubble saying "Hmph!".</p>	<p>E:  took</p> <p>A box and a house.</p> <p>A girl with glasses and pigtails holding a flower and a first prize ribbon.</p>

# speaking:1.1 recognize and use coherent sentences

The Fall Scarecrow

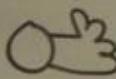
Fall	Texas	Scarecrow	Boo!!
First,	Scarecrow	Scarecrow for	
Next,	Scarecrow	Scarecrow	
Finally,	Scarecrow	Scarecrow and Scarecrow	

The Fall Scarecrow 11-4-10

One fall afternoon in Texas a scarecrow said boo to scare the crows. First,

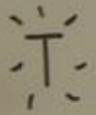
# From reading to writing

Story Opening	Transitions		
B	M	E	Close
One ___ morning On a ___ night One ___ afternoon A long time ago Yesterday A few days ago On Saturday This weekend	Next, Then, Suddenly, All of a Sudden, First,	Last(ly), At last, Finally.	I wish I hope I think I like I love I do not like This is why I had a great time I had a blast

①    

11-8-10

This weekend at my house I went bike riding.

②   

First, I bought a helmet for the baby.

③   

Next, I put her in the babyseat behind my seat.

④   

Finally, we drifted around the neighborhood.

Prose  
Kim's pet is a  
The vet's kit is  
Till's pig...  
Five big cats...  
Six dolls  
The man's hat...  
Some big hat  
The flower's  
petals.

# Higher graders

## Narrative Text Organization

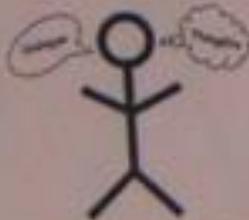
### Introduction

The writer develops a believable world in which the setting and characters meet, act, or the reader is invited and attracted.

#### Setting:



#### Character:



### Setting and Character Development Tools:



### Conflict

The struggle between the protagonist and another character or force.

#### Protagonist



#### Antagonist

### Inciting Event:

Introduces the conflict/situation that the protagonist needs to solve.

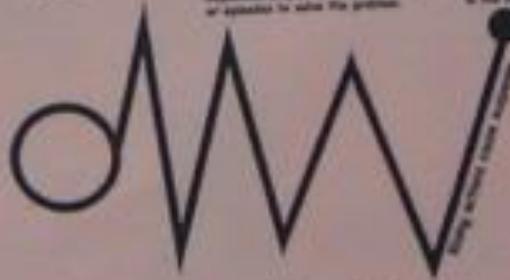
#### Conflict:

- Self
- Others
- Nature
- Technology

### Goal

### Plot

Substantial steps, actions, events, or episodes to solve the problem.



### Motives:

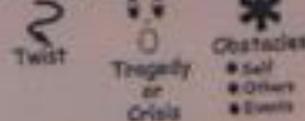
an explanation for the character's actions.

#### Types:

- Emotional
- Utilitarian
- Pure Events
- Traits

### Complications:

Resolutions often change the character or goal.

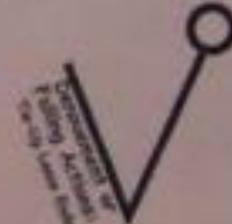


### Climax

The turning point in the story.

### Resolution

### Theme or Moral



### Resolution or Outcome:

The results of the protagonist's actions and how they are affected or changed thereafter.

### Results or Effects:

- Successful or Unsuccessful
- Fulfillment or Betrayal
- Victory or Defeat
- Enlightenment or No Change



#### Theme:

Universal ideas that arise over time and cultures. The author's love, hate, perspective, discrimination.

#### Moral:

A lesson learned from the story. For example, what consequences get reward.

# Higher graders

<p>Friday one night Halloween</p>	<p>at a house old haunted</p>	<p>a girl brave scary happy freaky</p>	<p>Knocked on door Marry, Minnie beautiful nice funny knock door slowly loudly broken mysteriously ugly</p>	
<p>Mischievously Hesitantly Quietly</p>	<p>girl nervous scared confused</p>	<p>Went into the house tip-toed crept quietly loudly very extremely Creepy spooky haunted dark</p>	<p>night hou</p>	
<p>Bang Bam Boom Zap Crash</p>	<p>girl scared horrified worried witch ugly angry grouchy</p>	<p>scared girl ran away badly girl horrified hurtfully terribly</p>	<p>night hou</p>	
<p>One Halloween night at an old haunted house, a brave girl slowly knocked on a creaky door. Hesitantly, the nervous girl tip-toed into the extremely dark house. Boom! A grouchy witch scared the horrified girl away!</p>				<p>night hou</p>

- How about the standards
  - in Chinese?

- A-1-1 能正確認念、拼讀及書寫注音符號。
- A-1-1-1-1 能熟習並認念注音符號。
- A-1-1-1-2 能筆順正確的書寫注音符號。
- A-1-1-1-3 能熟習拼音的方法。

- A-1-2 能應用注音符號表情達意，分享經驗
- A-1-2-1 利用注音符號，提昇說話及閱讀能力
- A-1-2-3 能利用注音符號，和他人分享自己的經驗和想法。
- A-1-3 能應用注音符號，欣賞語文的優美
- A-1-3-2 能欣賞並朗讀標注注音的優美文學作品
- 語 A-1-4 能應用注音符號輔助識字，擴充閱讀

- Is the bench mark clear to teach?
- Is the standards measureable to realize students' ability?

The background of the slide is a deep blue color, representing a vast body of water. On the left side, there is a bright, glowing area where the sun is reflecting off the water's surface, creating a shimmering effect. The sky above the horizon is a lighter shade of blue with some wispy white clouds. The overall scene is serene and peaceful.

- Thank you